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ABSTRACT

This collection of program goals and subject matter taxonomies was produced by the Tri-County (Oregon) Goal Development Project in response to requests that the project make available in one volume those sections of the course goal collections that are most useful for broad-based planning and decision-making. Program goals and course goals differ only in their level of generality, with program goals describing broad outcomes and course goals more specific outcomes. They also differ in the type of planning for which they are suited. Program goals serve as guides to planning and organizing programs at district and area levels. Course goals serve as guides to planning courses in schools and departments. While program and course goals specify general and specific measurable learning outcomes, they differ from behavioral objectives, which specify the methods of measurement as well as the desired outcomes, and performance objectives, which add prerequisites and proficiency levels to the specifications. The program goals and taxonomies are in 13 basic subject areas (art, biological and physical science, business education, computer education, health education, home economics, industrial education, language arts, mathematics, music, physical education, second language, and social science). (Author/IRT)

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PROGRAM GOALS AND SUBJECT MATTER
TAXONOMIES FOR COURSE GOALS, K-12

Produced by the Tri-County Goal Development Project

A cooperative Project of the Oregon school districts of Clackamas, Multnomah, and Washington Counties under the administration of:

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Multnomah County Education Service District, Fiscal Agent — Thomas J. Sommerville, Superintendent
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INTRODUCTION

By January, 1979, the Tri-County Goal Development Project of the Clackamas, Multnomah, and Washington County Education Service Districts in Oregon will have produced collections of goals in thirteen basic subject areas (art, biological and physical science, business education, computer education, health education, home economics, industrial education, language arts, mathematics, music, physical education, second language, social science). Each of these collections contains a subject matter taxonomy and a set of subject area program goals, as well as course level goals and supporting materials. The collections are a useful, encyclopedic set of resources for defining educational goals and using them in needs assessment, materials selection, curriculum planning and development, instruction, evaluation, and in communicating course and program outcomes.

School districts and schools have requested that we make available in one volume those sections of the several course goal collections that are most useful for broad based planning and decision making. This collection of program goals and subject matter taxonomies was produced in response to that request.

Parents, school boards, and local communities have roles to play in deciding what should be taught in the schools. Course goals provide a simple and useful language for discussing these decisions. The course goal collections provide wide-ranging options from which appropriate goals may be selected.

The people who created this book view goals as a means of examining alternatives for learning, rather than as prescriptions for what should

be taught or how. Accordingly, the aim of this project is to provide comprehensive, up-to-date, non-prescriptive collections of valid learning outcome statements, as resources for planning and evaluating school courses and programs.

As the goal collections were developed they were modified to meet planning needs of educators with different perspectives, and to make them more useful for interdisciplinary planning. Special classification systems were developed for knowledge, process, and values outcomes, and goals in all volumes were coded to these standard classifications. In the more recently produced or revised collections, sections of process and values goals have been included that reflect the influence of these classification systems.

Because they represent a unifying dimension of the collections, and because they have been derived and refined from examination of thousands of goals, the classification systems are included in this volume (see pages 119-127).

Who developed these program goals and subject matter taxonomies and why?

More than 55 local school districts in the tri-county area of metropolitan Portland were active in the Project. This has been achieved through the leadership of the intermediate education districts of the three counties and of the Portland School System. Representatives from Oregon school districts outside the metropolitan Portland area, from the states educational agencies of Oregon and Washington, and from private school systems have made valuable contributions. Scholars from universities in the region have served as reviewers of the content of the collections to insure the validity of the outcomes recorded.

Its broad base of participation strengthens the Project in a number of ways. First, it provides greater financial and personnel support than any single district could provide. Second, it makes it possible to draw upon a large and representative pool of teacher talent in organizing goal development committees. Third, it provides a widely representative testing ground for the theories and products of the Project. In the years since the Project's inception, the goal collections have been used extensively in curriculum development and evaluation projects of several state departments of education and of many local school districts in the Northwest and nationwide.

The Project was designed to help educators answer the questions: "What is to be learned?", "How is it to be learned?", and "Has it actually been learned?" The Project's first task has been the production of educational goals (learning outcomes) appropriate for use in management and planning at all school system levels and the coding of these goals to make their curricular uses apparent and to permit their flexible retrieval from a computer storage system. The long-range Project goal is to produce resources for instructional planning and evaluation at all levels. Thus, while the Project was initially occupied with producing and coding goals, it is currently concerned with both a) the maintenance and expansion of goal collections; and b) the development of materials and services to help districts and teachers use goals effectively as bases for instruction and evaluation.

What are program goals and how do they differ from course goals?

Figure 1 is an illustration from the Science collection of four possible levels of goals. Two of these levels of measurable learning

outcomes are produced by the Tri-County Goal Development Project. These two types differ only in level of generality, with program goals describing broad outcomes and course goals more specific outcomes. Also, they differ in the type of planning for which they are suited. Program goals serve as guides to planning and organizing programs at district and area levels. Course goals serve as guides to planning courses in schools and departments.

At the system level the board of education is responsible for approving statements of purpose enunciating the district's goals of education. The selection and adaptation of the program and course goals provided here will be guided by such district goals.

Figure 1

PLANNING	System Goal:	The student knows and is able to apply basic scientific and technological processes.	
	Program Goal:	The student is able to use the conventional language, instruments, and operations of science.	To be found in the course goal collections.
	Course Goal:	The student is able to classify organisms according to their conventional taxonomic categories from observations, illustrations, or descriptions.	
	Instructional Goal:	The student is able to correctly classify as needleleaf cuttings of the following trees: hemlocks, pines, spruces, firs, larches, cypresses, redwoods, and cedars.	
MEASUREMENT	Behaviorial Objective	Given cuttings of ten trees, seven of which are needleleaf, the student is able to correctly identify which of the trees are needleleaves.	Not integral part of Tri-County Project System of Goal-Based Planning
	Performance Objective:	Given cuttings of ten trees, seven of which are needleleaf, the student is able to correctly identify at least six of the seven as belonging to the class of needleleaves.	

How do program and course goals differ from behavioral and performance objectives?

Examples of behavioral and performance objectives are also given in Figure 1 to show how they differ from the program and course goals defined in the Project. While program and course goals specify general and specific measurable learning outcomes, the "behavioral objective" specifies the method of measurement as well as the desired behavior, and "performance objective" adds prerequisites and proficiency level.

The Tri-County Goal Development Project has chosen to produce program and course goals which are suitable for educational planning, without being constrained by the measurement demands of behavioral objectives or the prerequisites and proficiency levels of performance objectives. Teachers and students are thus provided explicit statements of possible learnings for which they can accept responsibility in ways most suitable to their instructional circumstances. The teacher and student are free to select those methods of achieving selected outcomes which seem most promising within the constraints of their resources and capabilities. This provides for more flexible teaching and learning than do systems based only on behavioral and performance objectives, which force decisions about how to teach and measure a desired learning at the same time the learning is identified. Goal-based planning places greater demands on the ingenuity and professionalism of teachers, but has far greater potential because of its consistency with motivational principles and its reliance on the trained judgment of the professional on the scene.

What are the subject matter taxonomies?

The taxonomies represent an effort to classify the content of fields of study in the conventional categories most familiar to teachers. They

were first written by curriculum experts as frameworks (outlines) to guide teachers in writing goals, and were revised by teachers as they produced the goals. By looking through the taxonomy at the front of any one of the printed goal collections, a user can find what topics are covered and turn to topics in which he or she is interested. Also, the taxonomy headings may be used along with one or more of the other codes to retrieve subsets of goals from a computerized system. Finally, the taxonomies provide a comprehensive but brief overview of the topics in each subject area judged to be of current or potential importance in K-12 curricula. As such, they form a valuable and useful tool for curriculum and materials review and planning, and thus are included in this booklet.

Is this the final version of the program goals and subject matter taxonomies?

No. The project is committed to a user-responsive system for continuous computer updating of goal collections, and periodic major revisions of taxonomy, course and program goals as needed to improve a collection's validity, scope, or utility. Groups of teachers, curriculum specialists, test developers and others using Tri-County collections are invited to submit to the editor new and revised goals, and suggestions for taxonomic changes or additions, for inclusion in computerized master verious of the collections. Goal and taxonomy changes which do not disrupt the numbering of existing goals are entered upon approval of the editor and selected reviewers. Others are filed to await consideration as elements of a major revision. To date, Art, Language Arts, Science, Social Science and Math collections -- and the taxonomies and program goals by which they are organized and accessed -- have undergone major revision and are in print as

Second Editions. The Third Edition of Language Arts is in preparation during 1978-79. This volume is revised periodically to incorporate changes in the taxonomies and program goals or revised collections, to include those of any newly-developed collections.

What is being developed to support goal measurement and attainment?

The goal collections produced to date represent only a part of the goal-based planning, learning, and evaluation system toward which we are working. Students, teachers, department and building administrators, area, state, and national educators, and parents and citizens are all increasingly concerning themselves with the definition of the outcomes of student learning. These goal collections give all of the above persons a resource to help them define their goals. The collections save time and help assure that sets of goals developed locally represent all learnings desired in all subjects at all levels.

Late developments of the Project include:

1. Through the Northwest Evaluation Association, a test bank is being developed that is referenced to the goals in the Tri-County collections. Each item is keyed to one or more of these goals and is field tested and assigned a difficulty level through Rasch item analysis and test scaling procedures. The bank is now underwriting a variety of test development activity in reading, math, and language arts. Work is soon to begin in science and social studies. To date, the bank is available only to active members of NWEA.

2. A series of slide-tape presentations on use of the course goal collections in planning and evaluation have been produced and field tested by the curriculum component of the Tri-County Goal Development Project. These are not currently for sale, but may be available soon.

The theoretical substructure of the course goal collections recognizes the importance of subject-matter related processes (e.g., map reading), "universal" or cross-subject processes (e.g., analysis), and

value learnings, as well as the more traditional learning of content. In seven years of developmental work, the Project has established a sound theoretical basis for the development of knowledge, process, and value goals, and a curriculum model that makes it possible to plan effectively for multiple learning outcomes. Therefore, the learning, evaluation, and planning system to be erected will be uniquely capable of embracing innovative (interdisciplinary, open, mini, etc.) learning environments as well as more traditional (knowledge oriented) approaches, and its products should have broad applications.

While we acknowledge the dangers in goal based planning (pointed out by Stake, Combs, and others) of oversimplification and overmechanization, we believe those dangers can be avoided. The benefits of improving communication among those involved in teaching and learning is unarguable, and these goal volumes should have this result at all levels of educational planning.

PROGRAM GOALS

ART

1. The student is able to explore, develop and express personal values and capabilities through experiences with visual arts.

2. The student knows ways the visual arts reflect and shape human environments, world views and experiences; and values responsible uses of the power of art.

3. The student values beauty in natural and constructed forms, processes or environments; and the ways such beauty is created, recognized, shared and preserved.

4. The student knows and values the arts of many cultures (including his or her own), and their functions in historic and contemporary life.

5. The student can use elements and conventions of composition, design and construction for creating, analyzing or evaluating works and uses of art.

6. The student knows characteristics of the materials, tools and techniques distinguishing particular arts and crafts; and uses them with increasing skill, craftsmanship, creativity and satisfaction.

7. The student knows, values and makes use of opportunities to further develop artistic talents and interests in educational, career or leisure settings.

8. The student is able to participate knowledgeably and responsibly in collective decisions affecting arts or environments of communities to which he or she belongs.

9. The student values the contributions of visual arts to human development, pleasure, knowledge, and fulfillment.

ART TAXONOMY

1. Values and art

    1.1 Clarifying and developing values

        1.1.1 Exploring, clarifying one's values

        1.1.2 Resolving one's value conflicts

        1.1.3 Identifying values of other people, organizations and cultures

            1.1.3.1 Analyzing works of art

            1.1.3.2 Analyzing uses of art

            1.1.3.3 Analyzing statements

        1.1.4 Interpreting value differences

        1.1.5 Resolving interpersonal and intergroup value conflicts

        1.1.6 Extending and restructuring one's value system

        1.1.7 Applying and expressing one's values

            1.1.7.1 Evaluating and judging

            1.1.7.2 Making choices and commitments

            1.1.7.3 Creating, communicating

    1.2 Potential value choices

        1.2.1 Humans, environments and visual arts: related values

        1.2.2 Society, culture, art and communication: related values

        1.2.3 Art and personal development: related values

        1.2.4 Valuing composition and design

        1.2.5 Valuing art forms, traditions, works and artists

2. Conventional and developmental processes in the visual arts

    2.1 Perceiving, experiencing, observing

    2.2 Exploring expressive forms and media

2.2.1 Scribbling stage

2.2.2 Pre-schematic stage

2.2.3 Schematic stage

2.2.4 Dawning realism stage

2.2.5 Pseudo-naturalistic stage

2.3 Problem-solving and design processes

2.4 Crafting, constructing, creating

2.4.1 Locating resources

2.4.2 Preparing work area, tools, materials

2.4.3 Executing design, ideas; using tools

2.4.4 Cleaning, maintaining work area, tools, materials

2.4.5 Storing transportation, displaying work

3. Basic education and visual arts

3.1 Art and verbal communication skills

3.1.1 Art and reading

3.1.2 Art and writing

3.1.3 Art and speaking/listening

3.2 Art and mathematical skills

3.3 Art and personal study skills

4. Art, environments and human life

4.1 Basic concepts

4.2 Perceiving, representing, interpreting environments

4.2.1 Imagery, symbolism and human needs

4.2.1.1 Origins of imagery

4.2.1.2 Modes of symbolic representation

4.2.1.3 Art as communication

4.2.2 World views, belief systems

4.2.3 Natural environments and aesthetics

4.2.4 Art, myth and science

4.2.5 Child-envisioned environments

4.3 Transforming environments

4.3.1 Art, technology and human needs

4.3.2 Land use

4.3.2.1 Patterns, factors

4.3.2.2 Land use planning and design

4.3.2.3 Community design, city planning

4.3.2.4 Agricultural, industrial, commerical engineering

4.3.2.5 Habitat protection, restoration and design

4.3.2.6 Landscape design, engineering

4.3.3 Architecture and interior design

4.3.3.1 Basic requirements, materials, forms

4.3.3.2 Design factors

4.3.3.2.1 Function, accessibility of space

4.3.3.2.2 Mathematics of design

4.3.3.2.3 Technological, economic and legal constraints

4.3.3.2.4 Traditions and individuality; designer/builder/user relationships

4.3.3.3 Public and private spaces

4.3.3.3.1 Residential

4.3.3.3.2 Work

4.3.3.3.3 Play

4.3.3.3.4 Other

4.3.3.4 Transit spaces

4.3.3.5 Children's spaces

4.3.3.6 Styles, trends

4.3.3.6.1 Buildings

4.3.3.6.2 Furnishings

4.3.4 Personal environments

4.3.4.1 Locales

4.3.4.2 Personal objects, possessions

4.3.4.3 Personal adornment

5. Art in society

5.1 Social and cultural functions of art

5.2 Roles of arts and artists

5.2.1 Historic

5.2.2 Contemporary

5.2.2.1 Fine arts

5.2.2.2 Commercial and applied arts

5.2.2.3 Mass media, entertainment

5.2.2.4 Popular and folk arts, crafts

5.2.2.5 Art and the minority experience

5.3 Art and the consumer

5.4 Public issues, law and art

5.5 Tradition and change in the arts: movements, trends, schools.

6. Art histories

6.1 Cultural stages, historic periods

6.2 Arts of major culture areas, civilizations

6.2.1 African

6.2.2 Asian

6.2.3 Mediterranean, Middle Eastern

6.2.4 European

6.2.5 Russian

6.2.6 North American

6.2.7 Central and South American

6.2.8 Oceanic

6.3 Contemporary American arts

6.3.1 Mainstream trends, works, artists

6.3.2 Ethnic group arts

6.3.3 Regional and community arts

7. Composition and language

7.1 Elements

7.1.1 Space

7.1.2 Line

7.1.3 Shape (2 - dimensional)

7.1.4 Form (3 - dimensional)

7.1.5 Texture

7.1.6 Color

7.1.6.1 Hue, value, intensity

7.1.6.2 Schemes, conventions

7.1.6.3 Light and pigment

7.2 Principles

7.2.1 Unity, harmony

7.2.2 Variety, emphasis

7.2.3 Balance

7.2.4 Movement, rhythm

7.2.5 Repetition, pattern

7.2.6 Perspective, scale

7.3 Approaches

7.3.1 Treatment of subject

7.3.1.1 Objective, non-objective

7.3.1.2 Realistic, abstract, surrealistic

7.3.1.3 Massive, linear

7.3.2 Composition forms

7.3.2.1 Landscape

7.3.2.2 Interior

7.3.2.3 Still life

7.3.2.4 Figure study

7.3.2.5 Non-figurative

7.4 Artist-work-viewer interactions

8. Arts and crafts: materials, tools, techniques

8.1 Architecture

8.2 Collage

8.3 Ceramics, pottery

8.3.1 Clay

8.3.2 Construction techniques, applications

8.3.2.1 Handbuilt

8.3.2.2 Molded

8.3.2.3 Wheel-thrown

8.3.4 Surface treatments

8.3.5 Kilns and firing

8.4 Drawing

8.4.1 Tools, surfaces

8.4.2 Techniques

8.4.3 Composition

8.5 Fashion design, construction

8.6 Fibers, textiles, fabrics

8.6.1 Types

8.6.2 Making cords and threads

8.6.3 Dyeing fibers

8.6.4 Weaving

8.6.5 Braiding

8.6.6 Knitting

8.6.7 Crocheting

8.6.8 Macrame

8.6.9 Hooking

8.6.10 Patchwork, quilting

8.6.11 Stichery, embroidery

8.6.12 Needlepoint

8.6.13 Applique

8.6.14 Batik

8.6.15 Silk-screening

8.6.16 Tie-dyeing

8.6.17 Painting

8.6.18 Combining techniques, materials

8.7 Film

8.7.1 Cinema

8.7.2 Video

8.8 Furniture

8.8.1 Materials, tools

8.8.2 Construction

8.8.3 Finishing

8.8.4 Restoration, repair, refinishing

8.9 Glass

8.10 Graphic design

8.11 Jewelry

8.12 Lettering, calligraphy

8.13 Leather

8.14 Light

8.15 Metalworking

8.16 Multi-media

8.17 Photography

8.17.1 Camera work

8.17.2 Darkroom work

8.17.3 Display

8.18 Printmaking

8.19 Sculpture

8.19.1 Materials, tools

8.19.2 Construction, modeling, carving

8.19.3 Casting

8.19.4 Kinetic sculptures

8.20 Theater design, theater crafts

8.20.1 Scenery, sets

8.20.2 Stage lighting

8.20.3 Costuming

8.20.4 Makeup

8.20.5 Movement, choreography

8.21 Woodworking

9. Careers, avocations and art

9.1 Opportunities and awareness

9.1.1 Careers in art

9.1.2 Art in other careers

9.1.3 Leisure and lifetime art interests

9.2 Requirements and exploration

9.2.1 Academic careers

9.2.2 Fine arts careers

9.2.3 Architecture and related careers

9.2.4 Commercial arts careers

9.2.5 Craft careers

9.3 Training and preparation

9.3.1 Academic careers

9.3.2 Fine arts careers

9.3.3 Architecture and related careers

9.3.4 Commercial arts careers

9.3.5 Craft careers

9.4 Job search and employment

PROGRAM GOALS

BIOLOGICAL AND PHYSICAL SCIENCE

1. The student values science as a way of learning and communicating about self, others, and the environment.

2. The student is able to use scientific problem-solving and inquiry processes.

3. The student is able to use the conventional language, instruments, and operations of science.

4. The student knows significant scientific assumptions, theories, principles, laws, facts, and their cultural and historical contexts.

5. The student is able to use scientific knowledge, processes, and conventions to clarify values, examine issues, solve personal and social problems, and to satisfy personal curiosity.

6. The student relates science learnings to the planning and fulfilling of personal, social, and career life roles.

7. The student appreciates science for its practical and aesthetic contribution to his continuing personal experience.

8. The student is able to initiate personally novel ideas related to science.

9. The student is confident of his or her right to develop, hold, or express conventional or unusual ideas related to science.

SCIENCE TAXONOMY

1. Values and science

1.1 Value clarification (see also 2.1.6.1)

1.1.1 Identifying personal values

1.1.2 Assessing intensity of personal values

1.1.3 Analyzing rationales: questioning

1.1.3.1 Analyzing statements

1.1.3.2 Analyzing issues

1.1.3.3 Using interpersonal communication

1.1.4 Analyzing value origins and functions

1.1.5 Identifying basic needs: personal, societal

1.1.6 Prioritizing needs

1.1.7 Matching values to needs

1.2 Valuing the conditions that promote scientific inquiry

1.2.1 Societal conditions

1.2.2 Personal conditions

1.2.2.1 Valuing personal development: intellectual, moral, social

1.2.2.2 Valuing information

1.3 Valuing the processes of scientific inquiry (see parallel categories in 2.1)

1.3.1 Acquiring information

1.3.2 Validating information

1.3.3 Organizing information

1.3.4 Processing information: interpreting

1.3.5 Producing new information

1.3.6 Acting on the basis of information

1.3.7 Communicating information

1.4 Valuing the uses of science in meeting human needs

1.4.1 Personal needs

1.4.2 Societal needs

2. Processes and science

2.1 Universal inquiry-problem solving processes

2.1.1 Acquiring information

2.1.1.1 Perceiving, experiencing

2.1.1.2 Locating and using resources (see also 7.3.1)

2.1.2 Insuring validity and accuracy of information

2.1.2.1 Evaluating authoritativeness of sources

2.1.2.2 Evaluating logical consistency and accuracy

2.1.2.3 Evaluating relevance to purposes or objectives

2.1.2.4 Evaluating adequacy for acting or deciding (see also 2.1.6)

2.1.3 Organizing information

2.1.3.1 Labeling, naming, numbering, coding

2.1.3.2 Recording, listing

2.1.3.3 Classifying, categorizing, grouping, selecting according to criteria (see also 3.2.3.1)

2.1.3.4 Ordering, sequencing

2.1.3.5 Manipulating, arranging, transforming, computing

2.1.3.6 Estimating

2.1.3.7 Summarizing, abstracting

2.1.4 Interpreting information

2.1.4.1 Decoding verbal and nonverbal symbols (see also 7.)

2.1.4.2 Inferring, interpolating, extrapolating

2.1.4.3 Analyzing

2.1.4.4 Associating, relating, equating

2.1.4.5 Comparing, contrasting, discriminating, measuring

2.1.4.6 Synthesizing

2.1.4.7 Testing against standards or criteria

2.1.4.8 Generalizing

2.1.5 Using information to produce new information

2.1.5.1 Scientific method

2.1.5.2 Problem solving models

2.1.6 Acting on the basis of information--decision making

2.1.6.1 Restructuring values

2.1.6.2 Restructuring behavior

2.1.6.3 Encoding verbal and nonverbal symbols prior to communication

2.1.6.4 Creating on the basis of knowledge and process

2.1.7 Communicating information

2.1.7.1 Giving information (see also 2.1.6.3)

2.1.7.2 Exchanging information

2.1.7.2.1 Identifying communication problems

2.1.7.2.2 Using communication skills

2.1.7.3 Using communication systems

2.2 Conventional science processes

2.2.1 Measuring/quantifying

2.2.1.1 Measuring length

2.2.1.2 Measuring area

2.2.1.3 Measuring volume

2.2.1.4 Measuring angles

2.2.1.5 Measuring time

2.2.1.6 Measuring mass

2.2.1.7 Measuring energy

2.2.1.8 Measuring power

2.2.1.9 Measuring charge

2.2.1.10 Measuring electrical potential

2.2.1.11 Measuring force

2.2.1.12 Measuring weight

2.2.1.13 Measuring temperature

2.2.1.14 Measuring information (see also 5.17)

2.2.2 Using equipment

2.2.2.1 Sense extenders

2.2.2.2 Laboratory equipment

2.2.2.3 Data processing equipment

2.2.3 Using scientific vocabulary

2.2.4 Using models

2.2.5 Using mathematics (including statistics)

3. Biology

3.1 The cell

3.1.1 Organisms are composed of cells

3.1.1.1 Basic building blocks

3.1.1.2 Building an organism

3.1.2 Structure of the cell

3.1.2.1 General cell structure

3.1.2.2 Relationship of structure to function

3.1.3 Function of the cell

3.1.3.1 General cell function

3.1.3.2 Transport of cellular material

3.1.3.3 Cell metabolism

3.1.3.3.1 Plants

3.1.3.3.2 Animals

3.1.3.4 Cell responses

3.1.3.5 Concept of the gene

3.1.4 Specialized cells

3.2 The organism

3.2.1 Structure of the organism

3.2.1.1 Organs and complex tissues

3.2.1.1.1. Organs and complex tissues--plants

3.2.1.1.2 Organs and complex tissues--animals

3.2.1.2 Organ and tissue systems

3.2.1.2.1 Organ and tissue systems--plants

3.2.1.2.2 Organ and tissue systems--animals

3.2.2 Function of the organism

3.2.2.1 General function of parts of an organism

3.2.2.2 Regulation in organisms

3.2.2.3 Reproduction and development

3.2.2.3.1 Reproduction and development--plants

3.2.2.3.2 Reproduction and development--animals

3.2.2.4 Coordination and behavior

3.2.3 Classification

3.2.3.1 Classification systems

3.2.3.2 Taxonomic groups and characteristics

3.2.3.3 Other groupings and characteristics

3.2.4 Human biology

3.2.4.1 Structure and function

3.2.4.2 Human genetics

3.2.4.3 Human behavior

3.2.4.4 Health and hygiene

3.3 Populations of organisms

3.3.1 Dynamics

3.3.1.1 Growth

3.3.1.2 Mortality

3.3.2 Regulation

3.3.2.1 Internal control

3.3.2.2 External control

3.3.3 Population genetics

3.4 Natural systems

3.4.1 Natural environment (see also 6.3.5)

3.4.2 The community

3.4.3 Ecosystem

3.4.3.1 General aspects

3.4.3.2 Cycles and flow

3.4.3.3 Regulation

3.4.4 Biome

3.4.5 Biosphere

3.4.6 Change through time

3.4.6.1 Origin of life

3.4.6.2 Change in existing organisms

3.5 Human influence on natural systems

3.5.1 Physical changes

3.5.1.1 Atmosphere (see also 6.3.5.3)

3.5.1.2 Soil (see also 6.3.5.1)

3.5.1.3 Water (see also 6.3.5.2)

3.5.2 Biological changes

3.5.3 Consequences of change

4. Chemistry

4.1 Matter

4.1.1 Characteristics

4.1.1.1 Mass

4.1.1.2 Volume

4.1.1.3 Density

4.1.2 Structure

4.1.2.1 Atoms

4.1.2.2 Ions

4.1.3 Bonding

4.1.4 Molecules

4.1.4.1 Elements

4.1.4.2 Compounds

4.2 States of matter

4.2.1 Gases

4.2.2 Liquids

4.2.3 Solids

4.2.3.1 Crystal

4.2.3.2 Amorphous

4.3 Solutions

4.3.1 Electrolytes

4.3.1.1 Acids and bases

4.3.1.2 Electrochemistry

4.3.2 Nonelectrolytes

4.3.3 Colloids

4.4 Kinetics

4.5 Equilibrium

4.6 Thermochemistry

4.7 Oxidation--reduction

4.8 Spectroscopy

4.9 Nuclear chemistry

4.10 Photochemistry

4.11 Organic chemistry

5. Physics

5.1 Fundamental physical quantities

5.1.1 Characteristics

5.1.2 Mass

5.1.3 Length

5.1.4 Time

5.2 Vectors and scalars

5.2.1 Characteristics

5.2.2 Representations

5.2.3 Scalar and vector mathematical operations

5.3 Kinematics (motion)

5.3.1 Characteristics

5.3.2 Speed

5.3.3 Rectilinear velocity (straight-line velocity)

5.3.4 Rectilinear acceleration (straight-line acceleration)

5.3.5 Trajectory motion

5.3.6 Circular motion

5.4 Dynamics (causes of motion)

5.4.1 Characteristics

5.4.2 Forces

5.4.3 Friction

5.4.4 Gravity

5.4.5 Moment of a force

5.4.6 Impulse and momentum

5.5 Mechanical energy

5.5.1 Characteristics

5.5.2 Work

5.5.3 Kinetic energy

5.5.4 Potential energy

5.5.5 Conservation of energy

5.6 Machines

5.6.1 Characteristics

5.6.2 Simple machines

5.6.3 Levers and balances

5.7 Frames of reference

5.7.1 Characteristics

5.7.2 Relative quantities

5.8 Properties of matter

5.8.1 Characteristics

5.8.2 Solids, liquids, and gases

5.8.3 Elasticity

5.8.4 Simple harmonic motion (repeating motion)

5.8.5 Hydrostatics (fluids at rest)

5.8.6 Hydrodynamics (fluids in motion)

5.8.7 Surface phenomena of liquids

5.9 Heat and thermodynamics

5.9.1 Characteristics

5.9.2 Temperature

5.9.3 Thermal expansion and contraction

5.9.4 Quantity of thermal energy

5.9.5 Change of state

5.9.6 Transfer of heat

5.9.7 Thermodynamics

5.10 Waves

5.10.1 Characteristics

5.10.2 Rectilinear (straight-line) propagation (travel)

5.10.3 Reflection

5.10.4 Refraction

5.10.5 Diffraction

5.10.6 Interference of waves

5.11 Light (electromagnetic radiation)

5.11.1 Characteristics

5.11.2 Shadows

5.11.3 Photometry

5.11.4 Reflection

5.11.5 Refraction

5.11.6 Color

5.11.7 Interference

5.11.8 Diffraction

5.11.9 Polarization

5.11.10 Photoelectric effect

5.11.11 Lasing effect

5.12 Sound

5.12.1 Characteristics

5.12.2 Transmission of sound

5.12.3 Reflection and absorption of sound

5.12.4 Intensity (loudness)

5.12.5 Frequency (pitch)

5.12.6 Harmonic content of sound (quality)

5.13 Electricity

5.13.1 Characteristics

5.13.2 Static electricity (electrostatics)

5.13.3 Electrical forces

5.13.4 Potential difference

5.13.5 Capacitance

5.13.6 Electric current

5.13.7 Electric circuits

5.13.8 Electrical energy

5.14 Magnetism

5.14.1 Characteristics

5.14.2 Magnetic domains

5.14.3 Magnetic forces

5.14.4 The earth's magnetism

5.14.5 Electromagnetism

5.14.6 Electromagnetic induction

5.14.7 Generators and motors

5.14.8 Inductance

5.14.9 Alternating current (AC) circuits

5.15 Atomic physics

5.15.1 Characteristics

5.15.2 Subatomic particles

5.15.3 Spectra of atoms

5.16 Nuclear physics

5.16.1 Characteristics

5.16.2 Nature of radioactivity

5.16.3 Nuclear reactions

5.16.4 Nuclear energy use

5.17 Information

5.18 Forefronts of physics

6. Earth and space sciences

6.1 Astronomy

6.1.1 History of astronomy

6.1.2 Stellar system

6.1.2.1 Theories of origin

6.1.2.2 Galaxies

6.1.2.3 Constellations

6.1.2.4 Nebulae

6.1.2.5 Stars

6.1.3 Solar system

6.1.3.1 Theories of origin

6.1.3.2 The sun

6.1.3.3 The planets

6.1.3.3.1 The earth

6.1.3.3.2 Other planets

6.1.3.4 Satellites

6.1.3.4.1 Natural

6.1.3.4.2 Artificial

6.1.3.5 Comets

6.1.3.6 Meteoroids and asteroids

6.1.4 Tools of astronomy

6.1.4.1 Astronomical measurements

6.1.4.2 Astronomical instruments

6.1.5 Dynamics (forces, motion, and time) (see also 5.4)

6.1.6 Space travel

6.2 Meteorology

6.2.1 History of meteorology

6.2.2 Origin and structure of atmosphere

6.2.3 Heating and cooling (see also 5.9)

6.2.4 Moisture

6.2.4.1 Humidity

6.2.4.2 Water cycle (see also 4.2)

6.2.4.3 Clouds and fog

6.2.4.4 Precipitation

6.2.5 Storms

6.2.5.1 Air masses and fronts

6.2.5.2 Violent storms

6.2.6 Winds

6.2.7 Climate

6.2.8 Weather forecasting

6.2.9 Weather control

6.3 Geology

6.3.1 History of geological sciences

6.3.2 Earth's structure (physical geology)

6.3.2.1 Interior

6.3.2.2 Crust

6.3.2.3 Surface features

6.3.2.4 Minerals

6.3.2.5 Rocks

6.3.2.6 Soils (see also 6.3.5.1)

6.3.3 Geologic processes (physical geology)

6.3.3.1 Vulcanism

6.3.3.2 Crustal movements

6.3.3.3 Weathering, erosion, deposition (see also 6.3.5)

6.3.4 Earth's history (historical geology)

6.3.4.1 Geologic time

6.3.4.2 Evolution and variation (see also 3.3.3, 3.4.6)

6.3.4.3 Fossils

6.3.4.4 Methods of dating

6.3.5 Earth environments (environmental geology) (see also 3.4, 3.5)

6.3.5.1 Soil

6.3.5.2 Water

6.3.5.3 Air

6.3.6 Tools of geologists

6.3.7 Applications of geologic science

6.3.7.1 Related sciences

6.3.7.2 Economic uses (see also 8.1)

6.4 Oceanography

6.4.1 History of oceanography

6.4.2 The ocean basins (see also 6.3.2.3)

6.4.3 The ocean waters

6.4.3.1 Composition and properties of seawater

6.4.3.2 Ocean layers and zones

6.4.4 Ocean movements

6.4.4.1 Circulation and currents

6.4.4.2 Tides

6.4.4.3 Waves

6.4.5 Shorelines

6.4.5.1 Types of shorelines

6.4.5.2 Shoreline processes (see also 6.3.3.3)

6.4.5.3 Estuaries and bays

6.4.6 Life in the oceans

6.4.6.1 Distribution

6.4.6.2 Marine organisms

6.4.6.3 Marine ecosystems and processes (see also 3.4.3)

6.4.6.4 Effects of human activities (see also 3.5)

6.4.7 Tools of oceanography

6.4.8 Applications of oceanography

6.4.8.1 Related sciences

6.4.8.2 Economic uses (see also 8.1)

7. Reading and science

7.1 Foundation competencies for reading science

7.1.1 Establishing purpose

7.1.2 Building scientific vocabulary

7.1.2.1 Word attack

7.1.2.2 Word meaning

7.1.3 Adjusting rate to purpose

7.2 Comprehension of scientific literature

7.3 Research, reference, study skills

7.3.1 Location of resources (see also 2.1.1.2)

7.3.2 Organizing material (see also 2.1.3)

7.3.3 Evaluating information (see also 2.1.2)

8. Science and career education

8.1 Science in careers

8.2 Career opportunities in science

8.2.1 Biological sciences

8.2.2 Chemistry

8.2.3 Physics

8.2.4 Earth/space science

8.2.5 New or interdisciplinary sciences

8.3 Career requirements in science

8.3.1 Professional careers

8.3.2 Paraprofessional careers

8.3.3 Nonprofessional careers

8.4 Sources of career training

8.4.1 Professional training

8.4.2 Paraprofessional training

8.4.2.1 Public schools (K-12)

8.4.2.2 On-the-job training or apprenticeship

8.4.2.3 Military services

8.4.2.4 Community colleges

8.5 Locating specific jobs or training programs

8.5.1 Government agencies or services

8.5.1.1 Employment offices

8.5.1.2 Court system

8.5.1.3 Welfare agencies

8.5.1.4 Military services (including VA)

8.5.1.5 Government publications

8.5.2 Private employment agencies

8.5.3 Advertisements and directories

8.5.4 School placement services

8.5.5 Special interest organizations

PROGRAM GOALS

BUSINESS EDUCATION

1. The student has technical skills and knowledge needed for entry or advanced training in one or more of the following areas: general clerical, marketing/distributive education, secretarial, and accounting/management occupations.

2. The student knows and is able to manifest personal and social behavior necessary for career success.

3. The student is able to evaluate opportunities for employment and training in terms of personal interests and capabilities.

4. The student knows and is able to apply successful job search techniques.

5. The student knows and is able to use appropriate business principles, procedures, and skills in managing personal affairs.

6. The student knows and is able to use appropriate forms, styles, and procedures in oral and written business communication.

7. The student knows and is able to practice the personal-social-political-economic-ecological responsibilities of a citizen in the conduct of business affairs.

BUSINESS EDUCATION TAXONOMY

1. Values and business education
    - 1.1 Value clarification
        - 1.1.1 Personal
        - 1.1.2 Interpersonal
        - 1.1.3 Societal
    - 1.2 Valuing conditions which promote effective and ethical business practice
        - 1.2.1 Societal
        - 1.2.2 Personal
    - 1.3 Valuing effective and ethical business practice
2. Basic education and business education
    - 2.1 Language and communication skills
        - 2.1.1 Reading
        - 2.1.2 Writing
        - 2.1.3 Speaking and listening
    - 2.2 Mathematical skills
3. General business, personal finance, and consumer education
    - 3.1 Employment and income (see also 11.)
    - 3.2 Money management
        - 3.2.1 Financial planning
        - 3.2.2 Banking (see also 7.2.2)
        - 3.2.3 Saving and investing
        - 3.2.4 Insurance
        - 3.2.5 Legal documents
    - 3.3 Credit
        - 3.3.1 Availability and use of credit
        - 3.3.2 Sources and kinds of credit

3.3.3 Credit costs

3.3.4 Consumer credit records and laws

3.4 Purchase of goods and services

3.4.1 The role of advertising (see also 10.2)

3.4.2 Guidelines for shoppers

3.5 Rights and responsibilities in the marketplace

3.5.1 Fraudulent and deceptive practices

3.5.2 Consumer protection (see also 5.8)

4. Business organization and management

4.1 American business and economic theory

4.2 Business structures

4.3 Marketing operations (see also 10.)

4.4 Purchasing operations

4.5 Financial operations

4.5.1 Capital

4.5.2 Credit and collection policies

4.6 Accounting operations (see also 8.)

4.7 Personnel management

4.7.1 Human relations

4.7.2 Labor relations and legislation

4.8 Management of physical facilities

4.9 Other management functions

4.9.1 Office operations

4.9.2 Insurance

4.9.3 Production operations

4.9.4 Research

4.10 Government and business

5. Business law

5.1 Law and the administration of law

5.2 Contracts

5.3 Negotiable instruments

5.4 Bailments

5.5 Agency

5.6 Real property

5.6.1 Acquisition, ownership, and disposition

5.6.2 Wills and probate

5.7 Torts and business crimes

5.7.1 Public and private wrongs

5.7.2 Unfair trade practices

5.8 Consumer protection (see also 3.5.2)

6. Data processing

6.1 Growth and importance of data processing

6.1.1 History

6.1.2 Function

6.2 Manual and mechanical data processing

6.3 Keypunching/unit record

6.3.1 Characteristics

6.3.2 Media, language

6.3.3 Recording and processing

6.4 Electronic computer data processing

6.5 Systems and procedures

6.5.1 Order and billing systems

6.5.2 Inventory and control

6.5.3 Payroll system

7. Recordkeeping

7.1 Principles and functions

7.1.1 Filing and arrangement of materials

7.1.2 Legibility

7.2 Maintaining records

7.2.1 Cashier

7.2.2 Banking

7.2.3 Retail

7.2.4 Purchase

7.2.5 Payroll

7.2.6 Taxes

7.2.7 Small business records

7.3 Budgeting

8. Accounting

8.1 Background and purpose of accounting

8.1.1 Business ownership

8.1.2 Accounting principles and fundamentals

8.2 The accounting cycle

8.2.1 Accounts and opening procedures

8.2.2 Journalizing and posting transactions

8.2.3 Journal adjustments

8.2.4 Proof and analysis (trial balance and worksheet)

8.2.5 Financial report

8.3 Cash control

8.3.1 Use of registers for cash receipts

8.3.2 Banking and checking account procedures

8.3.3 Petty cash

8.3.4 Cash receipts and cash payments

8.3.5 Processing purchases and sales on accounts

8.3.6 Cost accounting and budget control

8.4 Payroll accounting

8.4.1 Payroll records and procedures (see also 7.2.5)

8.4.2 Computation of earnings and payroll tax returns

9. Office skills

9.1 Typewriting

9.1.1 Typewriter

9.1.2 Skills

9.1.3 Skill application

9.1.3.1 Letters

9.1.3.2 Tables

9.1.3.3 Manuscripts

9.1.3.4 Forms

9.2 Shorthand

9.2.1 Principles (theory and brief forms)

9.2.2 Skill development and application

9.3 Business machines

9.3.1 Adding and calculating

9.3.2 Duplicating

9.3.3 Transcribing (word processing)

9.3.4 Keypunch (see also 6.3)

9.4 Office procedures and practices

9.4.1 Filing

9.4.2 Financial duties

9.4.3 Communications

9.4.4 Travel

9.4.5 Typewriting production

9.4.6 Office supplies

10. Distributive education/marketing

10.1 Salesmanship

10.1.1 Sales procedures and techniques

10.1.2 Customer buying motives

10.2 Advertising

10.2.1 Design and display

10.2.2 Planning schedules

10.3 Stock control

10.3.1 Inventory systems and procedures

10.3.2 Stock turnover

10.3.3 Receiving, checking, and marking merchandise

10.3.4 Care of stock

10.4 Finance--credit and collections

10.5 Market research

10.6 Product technology

10.7 Buying and pricing

10.7.1 Buyer's duties and policies

10.7.2 Buyer's strategies

10.7.3 Pricing strategies

11. Careers and business education

11.1 Opportunities and awareness

11.2 Requirements and exploration

11.3 Training and preparation

11.4 Job search and employment

PROGRAM GOALS

COMPUTER EDUCATION

1. The student knows events that have influenced or may influence computer development and use.

2. The student is able to relate knowledge and skills in computing, and attitudes about computers to career goals and plans.

3. The student knows principles underlying the design and use of computer hardware, software, and documentation.

4. The student knows theoretical aspects of computer science appropriate to the student's level of computer use.

5. The student knows applications and uses of computers.

6. The student knows effects of computers on society.

7. The student knows principles and limitations of computer systems and can use computers as a tool for inquiry, problem-solving and recreation.

8. The student values aesthetic components of computer science and computer applications.

9. The student is confident of the right to develop, hold, or express either conventional or unconventional ideas related to computers and computer applications.

10. The student is able to adapt concepts and processes of computer science to examine issues, to clarify personal needs and values, to solve personal and social problems, and to satisfy personal curiosity.

11. The student knows and values ethical obligations, and legal responsibilities, related to computer use.

12. The student values the knowledge and skills related to computing which enable individuals and groups to cope with the complexity of human society.

13. The student is able to make responsible decisions about computer uses that affect the student's economic, political, physical, or social environment.

COMPUTER EDUCATION TAXONOMY

1. Values and computer science/computer literacy
   - 1.1 Value clarification
     - 1.1.1 Identifying personal values
     - 1.1.2 Assessing intensity of personal values
     - 1.1.3 Analyzing rationales: questioning
       - 1.1.3.1 Analyzing statements
       - 1.1.3.2 Analyzing issues
       - 1.1.3.3 Using interpersonal communication
     - 1.1.4 Analyzing value origins and functions
     - 1.1.5 Identifying basic needs: personal, societal
     - 1.1.6 Prioritizing needs
     - 1.1.7 Matching values to needs
   - 1.2 Valuing the conditions that promote scientific inquiry
     - 1.2.1 Societal conditions
     - 1.2.2 Personal conditions
       - 1.2.2.1 Valuing personal development: intellectual, moral, social
       - 1.2.2.2 Valuing information
   - 1.3 Valuing the processes of scientific inquiry
     - 1.3.1 Acquiring information
     - 1.3.2 Validating information
     - 1.3.3 Organizing information
     - 1.3.4 Processing information: interpreting
     - 1.3.5 Producing new information
     - 1.3.6 Acting on the basis of information
     - 1.3.7 Communicating information

1.4 Valuing the uses of science in meeting human needs

1.4.1 Personal needs

1.4.2 Societal needs

2. Processes of inquiry and problem-solving

2.1 Acquiring information

2.1.1 Perceiving, experiencing

2.1.2 Locating and using resources

2.1.3 Observing

2.1.4 Interviewing, questioning

2.2 Validating information

2.2.1 Checking authoritativeness of sources

2.2.2 Checking logical consistency, accuracy

2.2.3 Checking relevance to purposes/objectives

2.2.4 Checking adequacy for acting/deciding

2.3 Organizing information

2.3.1 Labeling, naming, numbering, coding

2.3.2 Recording, listing

2.3.3 Classifying, grouping, categorizing

2.3.4 Ordering, sequencing

2.3.5 Manipulating, arranging, transforming, computing

2.3.6 Estimating

2.3.7 Summarizing, abstracting

2.4 Interpreting Information

2.4.1 Decoding symbols

2.4.2 Inferring, interpolating, extrapolating

2.4.3 Analyzing

2.4.4 Associating, relating, equating

2.4.5 Comparing, contrasting, discriminating

2.4.6 Synthesizing

2.4.7 Testing against standards or criteria

2.4.8 Generalizing

2.5 Using information to produce new information

2.5.1 Theorizing, predicting

2.5.2 Formulating hypotheses

2.5.3 Testing hypotheses

2.5.4 Revising hypotheses

2.6 Acting on the basis of information

2.6.1 Reacting

2.6.2 Making decisions

2.6.3 Solving problems

2.6.4 Restructuring values

2.6.5 Restructuring behavior

2.6.6 Encoding prior to communication

2.6.7 Creating

2.7 Communicating information

2.7.1 Giving information

2.7.2 Recognizing communication problems

2.7.3 Exchanging information

2.7.4 Using communication technology

3. Basic skills and computer science/computer literacy

3.1 Language and communication skills

3.1.1 Reading

3.1.2 Writing

3.1.3 Speaking and listening

3.1.4 Viewing (Film, TV)

3.2 Mathematical skills

3.2.1 Arithmetic skills

3.2.2 Measurement and statistical skills

3.2.3 Other

3.3 Personal study skills

4. Computer Systems

4.1 Characteristics of computer systems

4.2 Using computer systems

4.2.1 Operating procedures

4.2.2 Appropriate use of computer systems software

4.2.3 Using programs

5. Calculators

5.1 Description

5.2 Operation

5.3 Interpretation

6. Computer Hardware

6.1 General

6.2 Components

6.2.1 Arithmetic and logic units, registers, and purpose

6.2.2 Auxiliary equipment

6.2.3 Circuit elements

6.2.4 Control units

6.2.5 Input/output devices

6.2.6 Memory storage units

6.3 Logical design, switching theory

6.4 General purpose systems, analog and digital.

7. Software

7.1 Programming

7.1.1 Programming steps and tactics

7.1.1.1 Problem definition

7.1.1.2 Data specification

7.1.1.3 Problem refinement

7.1.1.4 Coding

7.1.1.5 Debugging

7.1.1.6 Testing and verifying

7.1.1.7 Documentation

7.1.2 Programming strategy

7.2 Programming languages

7.2.1 Components of languages

7.2.2 Higher-level languages

7.2.2.1 Structure (format)

7.2.2.2 Orientation of language by application

7.2.3 Assembler and machine level language

7.3 Machine software

7.3.1 Processors

7.3.1.1 Assemblers

7.3.1.2 Compilers, generators

7.3.1.3 Interpreters

7.3.2 Supervisory and operating systems

8. Applications

   8.1 Artificial intelligence

   8.2 Data acquisition/monitoring/process control

   8.3 Graphics

   8.4 Information management and retrieval

   8.5 Instruction

   8.6 Number crunching

   8.7 Operations research

   8.8 Simulation

   8.9 Symbol processing

   8.10 Telecommunications

   8.11 Word processing

9. Uses, effects, specific issues

   9.1 Business and Industry

   9.2 Education

   9.3 Government

   9.4 Humanities and Arts

   9.5 Individual, family

   9.6 Law and law enforcement

   9.7 Medicine

   9.8 Politics

   9.9 Recreation

   9.10 Science and engineering

   9.11 Social and behavioral science

10. General issues

   10.1 Societal

10.1.1 Checkless, cashless Society

10.1.2 Crime

10.1.3 Information utility

10.1.4 Privacy and security

10.1.5 Social, economic and political power

10.2 Philosophic

10.2.1 Appropriateness of use

10.2.2 Dependence on machine versus self-reliance

10.2.3 Nature of humanity

11. History

11.1 Precomputer

11.2 Development of computers

11.3 Establishment of computers in society

12. Computer Science Theory

12.1 Analysis of algorithms

12.2 Discrete mathematics

12.3 Searching and sorting

12.4 Data structures

12.5 Information theory

12.6 Logic

12.7 Mathematical programming

12.8 Numerical computing

12.8.1 Data representation

12.8.2 Computer arithmetic

12.8.3 Numerical analysis

12.9 Mathematical model of machine

12.10 Structure of programming language

13. Careers and computer education

    13.1 Opportunities and awareness

    13.2 Requirements and exploration

    13.3 Training and preparation

    13.4 Job search and employment

PROGRAM GOALS

HEALTH EDUCATION

1. The student has positive feelings about himself and all people.

2. The student has the knowledge and skills needed to insure the physical and mental health of himself and others.

3. The student makes decisions and acts in ways which contribute to good personal and community health.

4. The student has a basic knowledge of human growth and development.

5. The student has knowledge and skills relative to safe living, accident prevention and emergency care.

6. The student knows the purposes served by the family in providing psychological security to its members and the reasons that families have been the basic unit in most societies.

7. The student knows the major local, national, and global health problems and some of the ways in which they might be solved.

8. The student is familiar with, is able to evaluate, and uses materials and services provided by individuals and/or organizations dedicated to solving health problems.

9. The student is knowledgeable about vocational opportunities in health and allied fields.

HEALTH EDUCATION TAXONOMY

1. Mental health
    - 1.1 Definition of mental health
    - 1.2 Relationship to physical health
    - 1.3 Relationship to community health
    - 1.4 Determinants of mental health
        - 1.41 Physiological determinants--physical and hereditary
        - 1.42 Environmental determinants--physical and societal
        - 1.43 Psychological determinants
            - 1.431 Concept of self and others
            - 1.432 Psychological needs and motivation
            - 1.433 Sources and expression of emotions
            - 1.434 Outlook on life and values
    - 1.5 Behavior influenced by mental health
        - 1.51 Communicating
        - 1.52 Decision making
        - 1.53 Risk taking--positive or negative
        - 1.54 Behaving responsibly or irresponsibly
        - 1.55 Adjusting--Adapting
        - 1.56 Problem solving
    - 1.6 Values
        - 1.61 What values are
        - 1.62 How values are acquired
        - 1.63 Importance of specific values to mental health
            - 1.631 Self-discipline
            - 1.632 Self-respect and acceptance
            - 1.633 Respect for and acceptance of others

1.64 How values influence decision making

1.7 Applying a value system to problems of daily living

1.71 Nutritional choices

1.72 Consumer buying

1.73 Drug use (tobacco, alcohol, drugs)

1.731 Body systems--respiratory, circulatory, nervous (see also 2.43)

1.732 Nature of drugs

1.733 Use of drugs

1.734 Effect of drugs on the body and mind

1.735 Laws and regulations relating to drugs

1.736 Social and economic problems resulting from drug use

1.737 Treatment of drug users

1.738 Analysis of drug advertising

1.739 Alternatives to drug usage

1.74 Interpersonal relationships

1.741 Body systems--endocrine and reproductive (see also 2.43)

1.742 Changing sex roles

1.743 Friendships

1.744 Dating

1.745 Marriage

1.746 Family planning

1.747 Pregnancy and birth

1.748 Family l[illegible]

1.749 Sexual behavior

1.75 Use of leisure

1.8 Maladjustive behavior

1.81 Kinds of maladjustive behavior

1.82 Attitudes toward maladjustive behavior

1.83 Help for maladjustive behavior

2. Physical health

2.1 Definition and factors of physical health

2.2 Relationship of physical health to mental health

2.3 Relationship of physical health to community health

2.4 Growth and development and individual differences

2.41 Definition and factors of growth and development

2.42 Cell

2.43 Body systems--structure and function

2.44 Aspects of growth and development

2.45 Stages of growth and development

2.46 Individual patterns of growth and development

2.5 Personal care

2.51 Cleanliness of person, clothing and environment

2.52 Appearance and grooming

2.53 Care of eyes, ears, nose and teeth

2.54 Care of skin, hair and nails

2.55 Care of feet

2.56 Freedom from disease

2.57 Medical and dental examinations

2.58 Safe practices (see also 4.)

2.6 Nutrition

2.61 Digestion and elimination (see also 2.43)

2.62 Nutrients and nutritional requirements of body

2.63 Meal planning

2.64 Deficiency disorders, diseases and harmful substances

2.65 Food fads and fallacies

2.66 Selective eating practices

2.67 Weight control

2.68 Food handling, processing and storage

2.69 Table etiquette

2.7 Dental health

2.71 Structure and function of teeth

2.72 Development of teeth

2.73 Oral problems

2.74 Preventive measures

2.8 Physical fitness

2.81 Definition and factors of physical fitness

2.82 Contribution to meeting the demands of living

2.821 Daily physiological and psychological demands

2.822 Emergency demands

2.823 Balance of work, exercise, rest and nutrition

2.824 Effect on posture

2.83 Exercise, activity and recreation

2.831 Body systems--skeletal, muscular, nervous, circulatory (see also 2.43)

2.832 Physiological and psychological benefits

2.833 Types

2.84 Rest, relaxation and sleep

2.841 Contribution to body growth, repair and maintenance

2.842 Fatigue

2.843 Physiology of sleep

2.844 Insomnia and dreams

2.845 Individual needs

2.846 Sleeping accommodations

2.847 Drugs for relaxation, sleep and wakefulness

2.85 Posture

2.851 Body systems--skeletal and muscular (see also 2.43)

2.852 Proper body alignment

2.853 Contribution to appearance

2.854 Factors influencing posture

2.9 Health products and services (see also 3.63)

2.91 Available products and services

2.92 Sources of products and services

2.93 Criteria for selecting products and services

2.94 Evaluation and selection of products and services

3. Community health

3.1 Definition and factors of community health

3.2 Relationship to physical health of individual

3.3 Relationship to mental health of individual

3.4 Individual responsibility for community, national and world health

3.5 Environmental health problems

3.51 Sanitation problems

3.52 Disease

3.521 History of disease

3.522 Communicable diseases

3.523 Noncommunicable diseases

3.53 Safety hazards

3.54 Pollution

3.55 Radiation

3.56 Overpopulation

3.57 Housing

3.58 Occupational environment

3.6 Community resources

3.61 Health and safety agencies and organizations

3.62 Public support

3.63 Consumer education (see also 2.9)

3.64 Future health planning

3.65 Individual action

3.66 Health care

3.7 Health careers

3.71 Supply and demand for trained health specialists

3.72 Career opportunities in health and allied fields

3.73 Educational requirements and entry level skills

3.74 Personal characteristics

3.75 Personal rewards

3.8 Rules, regulations and laws (see also 4.68)

4. Safe living

4.1 Definition and factors of safe living

4.2 Accident prevention

4.21 Definition of accident

4.22 Causes of accidents

4.23 Elimination of accidents

4.231 Education and research, role of

4.232 Individual responsibility

4.233 Safety measures

4.3 Traffic safety

- 4.31 Accident prevention (see also 4.2)
- 4.32 Pedestrians
- 4.33 Motorcycles
- 4.34 Recreational vehicles
- 4.35 School buses
- 4.36 In car
- 4.37 Driver education
  - 4.371 Traffic and environmental problems caused by the automobile
  - 4.372 The automobile--how it runs and must be maintained
  - 4.373 Personal limitations and conditions which affect driving performance
  - 4.374 Natural laws
  - 4.375 Traffic laws and regulations and accident reporting
  - 4.376 Social and economic implications of automobile ownership
  - 4.377 Engineering, education, and enforcement
  - 4.378 Driving skills

4.4 Home safety

- 4.41 Accident prevention (see also 4.2)
- 4.42 Falls
- 4.43 Poisons
- 4.44 Electrical hazards
- 4.45 Fire
- 4.46 Safety with tools
- 4.47 Baby sitting

4.5 School safety

4.51 Traveling to and from school

4.52 At school

4.53 In-school activities

4.54 Accident reporting

4.6 Community safety

4.61 Accident prevention (see also 4.2)

4.62 Playground and park safety

4.63 Strangers

4.64 Traffic safety (see also 4.3)

4.65 Safety with animals

4.66 Fire prevention

4.67 Explosives

4.68 Disaster preparedness

4.681 Survival education

4.682 First aid and emergency care

4.683 Medical self-help

4.684 Community plan for action

4.7 Seasonal safety

4.8 Recreational safety

4.81 Accident prevention (see also 4.2)

4.82 Recreational vehicles

4.83 Water and small craft

4.84 Hiking and climbing

4.85 Camping

4.86 Hunting and firearms

4.87 Sports activities and hobbies

4.9 Occupational safety

PROGRAM GOALS

HOME ECONOMICS

1. The student values knowledge and skills of home economics as they contribute to competent performance of life roles as learner, citizen, consumer, producer, family member, and individual.

2. The student is able to apply and extend basic skills of communication, computation, and decision-making in solving problems of home and family life.

3. The student is able to apply knowledge of human growth and development in understanding self, family, community, and in meeting physical, mental, social, and emotional needs.

4. The student knows and is able to apply sound principles of selection, construction, and caring for clothing in meeting individual and family needs.

5. The student is able to apply knowledge of foods and nutrition in meeting physical, mental, social, and emotional needs.

6. The student has skills and knowledge that enable one to make effective choices and decisions in the selection, arrangement, decoration, maintenance, and management of homes and home furnishings.

7. The student knows and is able to apply sound principles of resource management in satisfying individual, family, and community needs.

8. The student knows and is able to apply consumer information in making decisions which enhance personal and family financial well-being.

9. The student knows health problems in home and community and is able to apply home nursing skills.

10. The student has knowledge and skills needed for entry level employment or further education in home economics related careers.

HOME ECONOMICS TAXONOMY

1. Values and home economics
    - 1.1 Value clarification
        - 1.1.1 Personal (see also 3.1)
        - 1.1.2 Interpersonal (see also 3.2)
        - 1.1.3 Societal
    - 1.2 Valuing conditions which promote effective and satisfying family living
        - 1.2.1 Societal
        - 1.2.2 Personal
    - 1.3 Valuing effective and satisfying family living
2. Basic education and home economics
    - 2.1 Language and communication skills
        - 2.1.1 Reading
        - 2.1.2 Writing
        - 2.1.3 Speaking and listening
    - 2.2 Mathematical skills
3. Human development and the family
    - 3.1 Individual development
        - 3.1.1 Schema and principles of development
        - 3.1.2 Influences on development
        - 3.1.3 Physical development--body and motor
        - 3.1.4 Mental development
        - 3.1.5 Emotional development
        - 3.1.6 Personality development
        - 3.1.7 Social development

3.2 Interpersonal relationships (see also 1.74 in Course Goals in Health Education, K-12)

3.2.1 Levels or types of interpersonal relations

3.2.2 Dissolution and/or interruption of relationships

3.2.3 Laws and customs

3.3 Developing a family unit

3.3.1 Establishment

3.3.2 Parenthood

3.3.2.1 Family planning

3.3.2.2 Preparation

3.3.2.3 Prenatal and postnatal care

3.3.2.4 The infant

3.3.3 Care and guidance of children

3.3.3.1 Guidance and discipline

3.3.3.2 Health and safety

3.3.3.3 Child care services

4. Clothing

4.1 Significance and function of clothing

4.2 Design (see also 3. in Course Goals in Art, K-12)

4.3 Textiles

4.3.1 Fibers and yarns

4.3.2 Fabric construction

4.4 Wardrobe planning

4.4.1 Selection

4.4.2 Care

4.5 Construction

4.5.1 Medium for creative expression

4.5.2 Pattern

4.5.3 Fashion fabrics

4.5.4 Supporting fabrics (interfacings and linings)

4.5.5 Equipment

4.5.6 Construction techniques

4.6 Consumerism

4.7 Grooming (see also 2.5 in Course Goals in Health Education, K-12)

5. Food and nutrition

5.1 Social, psychological and physiological functions of food consumption

5.2 Structure and composition of food

5.3 Food selection and preparation

5.3.1 Fruits and vegetables

5.3.2 Meat, poultry, fish, eggs, legumes, and nuts

5.3.3 Milk and milk products

5.3.4 Bread and cereals

5.3.5 Staples (sugar, fats and oils, seasonings, gelatin)

5.4 Meal management

5.4.1 Planning and preparing meals

5.4.2 Safety and sanitation

5.4.3 Meal service

5.5 Food preservation

5.6 Nutrition

5.6.1 Nutritional functions and needs

5.6.2 World nutrition

6. Housing

6.1 Current and historical functions of housing

6.1.1 History, trends and functions

6.1.2 Satisfaction of wants and needs

6.2 Choosing the home

6.2.1 Factors influencing accessibility

6.2.2 Types of housing

6.2.3 Site selection

6.2.4 Housing design

6.2.4.1 Architectural design

6.2.4.2 Floor plans

6.2.5 Total dwelling--construction and maintenance

6.3 Evaluation of dwellings

6.4 Furnishing the home

6.4.1 Planning for the residents

6.4.2 The role of design (see also 4.)

6.4.3 Selecting, creating, and maintaining furnishings

6.5 Landscaping

6.6 Acquisition of dwelling

6.7 Housing in the future

7. Consumer education and management

7.1 Planning for meeting consumer needs

7.2 Financial management

7.2.1 Credit

7.2.2 Records, documents, banks

7.2.3 Financial security

7.3 Managing the home

7.4 Consumer education related to daily living

7.5 Special consumer needs

8. Home nursing

8.1 Individual and family health (see also 2. in Course Goals in Health Education, K-12)

8.2 Public health (see also 3. in Course Goals in Health Education, K-12)

8.3 Home care of the sick

8.4 First aid (see also 4.682 in Course Goals in Health Education, K-12)

9. Careers and home economics

9.1 Opportunities and awareness

9.2 Requirements and exploration

9.3 Training and preparation

9.4 Job search and employment

PROGRAM GOALS

INDUSTRIAL EDUCATION

1. The student knows the economic structure within which our industrial society functions.

2. The student knows the nature and extent of employment offered by governmental and private institutions, and current opportunities for employment at the local, state, and national levels.

3. The student knows the nature and function of industrial products, processes, and services in this and other societies.

4. The student has technical skills and knowledge needed for entry or advanced training in industry.

5. The student has knowledge and skills that contribute to safe living and working conditions.

6. The student is able to apply and extend basic educational skills of communication, computation, and decision-making in solving problems of industry.

7. The student values and is able to plan avocational activities to balance and enrich vocational pursuits.

8. The student knows the positive and negative relationships between technology, society, and the natural environment.

INDUSTRIAL EDUCATION TAXONOMY

1. Values and industrial education
    - 1.1 Value clarification
        - 1.1.1 Personal
        - 1.1.2 Interpersonal
        - 1.1.3 Societal
    - 1.2 Valuing conditions which promote effective and socially responsible industrial practice
        - 1.2.1 Societal
        - 1.2.2 Personal
    - 1.3 Valuing effective and socially responsible industrial practice
2. Basic education and industrial education
    - 2.1 Language and communication skills
        - 2.1.1 Reading
        - 2.1.2 Writing
        - 2.1.3 Speaking and listening
    - 2.2 Mathematical skills
3. Industrial system functions
    - 3.1 Industrial management functions
        - 3.1.1 Planning
        - 3.1.2 Organizing
        - 3.1.3 Controlling
    - 3.2 Personnel functions
        - 3.2.1 Hiring
        - 3.2.2 Training
        - 3.2.3 Working (see also 5.1)

3.2.4 Advancing

3.2.5 Retiring

3.3 Industrial finance functions

3.3.1 Providing money

3.3.2 Protecting company money and property

3.3.3 Dealing with financial institutions and keeping financial records

3.4 Marketing functions (see also 10. in Business Education Course Goals)

3.4.1 Principles affecting ownership

3.4.2 Principles affecting physical aspects

3.4.3 Principles affecting monetary aspects

4. Industrial production functions

4.1 Preprocessing activities

4.1.1 Selection of and obtaining access to site

4.1.2 Preparing site

4.1.3 Receiving

4.1.4 Unpackaging

4.1.5 Handling

4.1.6 Storing

4.2 Processing activities

4.2.1 Developing site

4.2.2 Erecting structure on site

4.2.3 Material preparation

4.2.4 Separating processes

4.2.4.1 Classifying

4.2.4.2 Material removal

4.2.5 Combining processes

4.2.5.1 Mixing

4.2.5.2 Coating

4.2.5.3 Assembling

4.2.6 Forming processes

4.3 Post-processing activities

4.3.1 Installing, maintaining and repairing

4.3.2 Altering and dismantling

5. Safety

5.1 General physical conditions

5.2 Housekeeping

5.3 Equipment

5.4 Electrical insulation

5.5 Gases

5.6 Personal protection

5.7 Habits and attitudes

5.8 Accident records

5.9 First aid

6. Service properties of industrial materials

6.1 Processing characteristics

6.2 Mechanical characteristics

6.3 Weight, density, and volume

6.4 Environmental exposure

6.5 Electrical (see also 7.3.6)

6.6 Nuclear

6.7 Insulative

6.8 Aesthetic

7. Energy and power
    - 7.1 Sources of energy
    - 7.2 Forms of energy
    - 7.3 Developing power
        - 7.3.1 Muscle
        - 7.3.2 Mechanical
        - 7.3.3 Heat engines
        - 7.3.4 Nuclear
        - 7.3.5 Direct energy converters
        - 7.3.6 Electrical power generation (see also 6.5)
    - 7.4 Transmitting
        - 7.4.1 Mechanical transfer
        - 7.4.2 Fluid transfer
        - 7.4.3 Electrical transfer and control
8. Industrial communications
    - 8.1 Transmission
        - 8.1.1 Media, vehicles and equipment
        - 8.1.2 Production methods and techniques
    - 8.2 Reception
    - 8.3 Systems and networks
9. Careers and industrial education
    - 9.1 Opportunities and awareness
    - 9.2 Requirements and exploration
    - 9.3 Training and preparation
    - 9.4 Job search and employment

PROGRAM GOALS

LANGUAGE ARTS

1. The student comprehends the printed material needed to succeed in his educational, vocational, and social interests and inquiries.

2. The student responds to literature in subjective, analytic, and evaluative ways.

3. The student interprets literature and the humanities as a reflection of the life, values, and ideas of this and other cultures.

4. The student uses language effectively in interaction with others, gaining and improving skills in group communication processes.

5. The student recognizes that ideas are expressed in many ways: in varieties of dialects, of verbal modes, of styles and usage levels, of associations and points of view.

6. The student writes honestly, creatively, and clearly.

7. The student adapts his speech and writing to different purposes, audiences, and communication forms, using the mechanics and conventions of writing and speech appropriately to assure accuracy and clarity in communication.

8. The student acquires, interprets, and evaluates information through purposeful and critical observation and listening.

9. The student knows that language adapts to the needs of people through time.

10. The student expresses and interprets ideas, attitudes, and feelings effectively in nonverbal ways.

11. The student knows that his experience in the world is given meaning and shape by his language.

LANGUAGE ARTS TAXONOMY

1. Valuing and language arts
    1.1 Value clarification
        1.1.1 Identifying personal values
        1.1.2 Assessing intensity of personal values
        1.1.3 Analyzing rationales: questioning
            1.1.3.1 Analyzing statements
            1.1.3.2 Analyzing issues
            1.1.3.3 Using interpersonal communication
        1.1.4 Analyzing value origins and functions
        1.1.5 Identifying basic needs, personal
        1.1.6 Prioritizing needs
        1.1.7 Matching values to needs
    1.2 Values relating to conditions which promote communication
        1.2.1 Societal conditions
        1.2.2 Personal conditions
    1.3 Valuing communication
    1.4 Valuing literature
    1.5 Valuing language
2. Language
    2.1 Basic concepts of communication
    2.2 Words and symbols
        2.2.1 Nature of symbols
            2.2.1.1 Types of symbols
            2.2.1.2 Language as a system of symbols
        2.2.2 Types of words (classification)

2.2.3 Semantics

2.2.3.1 Uses of language

2.2.3.2 Abuses of language

2.3 Sounds of English (phonology)

2.3.1 Phonemes

2.3.2 Graphemes

2.3.3 Writing systems

2.4 Word forms (morphology)

2.4.1 Morphemes

2.4.2 Inflectional characteristics: parts of speech

2.4.3 Derivational characteristics: parts of speech

2.5 Language variety (dialects)

2.5.1 Nature of language differences

2.5.2 Linguistic geography

2.5.2.1 American regional dialects

2.5.2.2 Methods of linguistic geographer

2.5.2.3 History of American dialects

2.5.3 Social dialects

2.5.4 Formal/informal varieties

2.5.5 Occupational varieties

2.5.6 Modern usage

2.6 History of language

2.6.1 Language origin

2.6.2 Language change

2.6.2.1 Borrowing

2.6.2.2 Word formation

2.6.2.3 Etymology

2.6.2.4 Influences upon language change

2.6.3 History of English

2.7 Lexicography

2.7.1 Dictionaries and the language

2.7.2 Past and present views of lexicographers

2.8 Grammar

2.8.1 Nature and purposes of grammar

2.8.2 Traditional

2.8.2.1 Parts of speech

2.8.2.2 Structure

2.8.3 Structural

2.8.3.1 Structural signals

2.8.3.1.1 Word order

2.8.3.1.2 Stress, pitch, juncture

2.8.3.1.3 Function (structure words)

2.8.3.2 Structural patterns

2.8.3.2.1 Immediate constituents

2.8.3.2.2 Sentence patterns

2.8.4 Transformational

2.8.4.1 Phrase structure rules

2.8.4.2 Transformational rules

2.8.4.3 Phonological rules

2.8.4.4 Parts of speech

3. Literature

3.1 Literary response

3.1.1 Literal

3.1.2 Personal

3.1.3 Classification

3.1.4 Interpretation of meaning

3.1.4.1 Analysis

3.1.4.2 Synthesis

3.1.5 Critical models

3.1.6 Evaluative

3.2 Content

3.2.1 Interrelationships of literature, society, and the individual

3.2.2 Values and themes in literature

3.3 History

3.3.1 Oral and written origins

3.3.2 Movements and traditions

3.4 Major literary conventions

3.4.1 Folk literature

3.4.1.1 Myths

3.4.1.2 Folk tales

3.4.1.3 Fables and parables

3.4.1.4 Legends and tall tales

3.4.2 Short stories

3.4.3 Novels

3.4.3.1 Types

3.4.3.2 Conventions

3.4.4 Drama

3.4.4.1 History

3.4.4.2 Definition

3.4.4.3 Type

3.4.4.4 Conventions

3.4.5 Biographies

3.4.6 Essays

3.4.7 Poetry

3.4.7.1 Concepts

3.4.7.2 Types, conventions

3.4.8 Sub-genre

3.5 Use and choice of language in literature

3.5.1 Style

3.5.2 Figurative language

3.5.3 Tone

3.5.4 Setting

3.5.5 Mood

3.5.6 Point of view

3.5.7 Sound

3.5.8 Symbols, imagery, allusions

4. Reading

4.1 Purpose

4.1.1 Information

4.1.2 Pleasure, recreation

4.1.3 Personal growth

4.2 Readiness

4.2.1 Physical, motor readiness

4.2.1.1 Gross motor coordination

4.2.1.2 Fine motor coordination

4.2.1.3 Sensory motor (visual, auditory)

4.2.2 Mental readiness

4.2.2.1 Interest, attitude

4.2.2.2 Oral language skills

4.2.2.3 Concept formation

4.2.2.4 Sensory perception

4.2.2.5 Sensory memory

4.2.2.5.1 Auditory memory

4.2.2.5.2 Visual memory

4.3 Reading skills

4.3.1 Vocabulary development

4.3.1.1 Decoding: word recognition

4.3.1.1.1 Word form clues

4.3.1.1.2 Phonetic analysis

4.3.1.1.3 Structural analysis

4.3.1.2 Meaning

4.3.1.2.1 Context

4.3.1.2.2 Dictionary

4.3.1.2.3 Homonyms, synonyms, antonyms, acronyms

4.3.1.2.4 Analogies

4.3.1.2.5 Roots, affixes, compounds

4.3.2 Comprehension skills

4.3.2.1 Literal

4.3.2.1.1 Details

4.3.2.1.2 Main ideas

4.3.2.1.3 Sequencing

4.3.2.1.4 Classifying

4.3.2.1.5 Summarizing, synthesizing

4.3.2.1.6 Predicting

4.3.2.2 Critical, interpretative, analytical

4.3.2.2.1 Fact-opinion

4.3.2.2.2 Language effect

4.3.2.2.3 Inferences, author's viewpoint

4.3.2.2.4 Underlying assumptions

4.3.2.2.5 Quality

4.3.2.2.6 Character

4.3.2.2.7 Journalism

4.3.3 Efficiency

4.3.3.1 Mechanics

4.3.3.2 Rate

4.3.4 Reference skills

4.3.4.1 References and resource work

4.3.4.1.1 General use

4.3.4.1.2 Reference format

4.3.4.1.3 Library skills

4.3.4.2 Dictionaries

4.3.4.2.1 Kinds of dictionaries

4.3.4.2.2 Aids, format

4.3.4.2.3 Uses

4.3.4.3 Encyclopedias

4.3.5 Oral reading skills

5. Writing

5.1 Purpose

5.2 Processes and techniques

5.2.1 Invention: choosing topics and generating ideas

5.2.2 Methods of development

5.2.3 Controlling structure

5.2.4 Organization: form and structure

5.2.4.1 Sentences

5.2.4.2 Paragraphs

5.2.5 Revision: evaluation and editing

5.3 Use and choice

5.3.1 Style

5.3.2 Tone and mood

5.3.3 Point of view

5.3.4 Images and symbols

5.3.5 Figures of speech

5.3.6 Sound effects

5.4 Forms of written communication

5.4.1 Rhetorical forms

5.4.1.1 Exposition

5.4.1.2 Description

5.4.1.3 Persuasion

5.4.1.4 Narration

5.4.2 Other forms

5.4.2.1 Reports

5.4.2.2 Summaries

5.4.2.3 Literary reviews

5.4.2.4 Narratives and drama

5.4.2.5 Poetry

5.4.2.6 Note taking and private writing

5.4.2.7 Research papers

5.4.2.8 Business and social correspondence

5.4.2.9 Journalistic writing

5.5 Mechanics of writing

5.5.1 Handwriting

5.5.2 Spelling

5.5.2.1 Learning - proofreading, dictionary, rules

5.5.2.2 Plurals

5.5.2.3 Homonyms

5.5.2.4 Affixes

5.5.2.5 Syllables

5.5.2.6 Abbreviations

5.5.2.7 Contractions

5.5.3 Punctuation

5.5.3.1 Linking - semicolon, colon, dash, and hyphen

5.5.3.2 Separating - period, question mark, exclamation mark, comma

5.5.3.3 Enclosing - comma, dash, parentheses, brackets, quotation marks

5.5.3.4 Indicating omissions - ellipsis

5.5.3.5 Indicating possessives - apostrophes

5.5.4 Capitalization

5.5.4.1 Proper nouns, adjectives, and pronouns

5.5.4.2 Sentences, phrases and titles

5.5.5 Proofreading

6. Speaking

6.1 Mechanics of speaking

6.1.1 Use and control of the voice

6.1.1.1 Articulation, rate, volume

6.1.1.2 Pitch, stress, juncture/pause

6.1.2 Use and control of the body

6.2 Forms of oral communication

6.2.1 Show and tell

6.2.2 Storytelling

6.2.3 Oral interpretation

6.2.3.1 Preparing for reading

6.2.3.2 Relationship to audience

6.2.4 Drama in the classroom

6.2.4.1 Dramatic play

6.2.4.2 Puppetry

6.2.5 Discussion

6.2.5.1 Group talk

6.2.5.2 Group interaction

6.2.5.3 Forms

6.2.5.4 Process

6.2.5.5 Responsibilities

6.2.6 Debate

6.2.7 Interview

6.2.8 Dramatics

6.2.8.1 Interpretation

6.2.8.2 Production

6.3 Preparing a speech

6.3.1 Content

6.3.1.1 Purpose and audience

6.3.1.2 Responsibilities of speaker

6.3.1.3 Collecting information

6.3.2 The organization

6.3.2.1 Limitation of topic

6.3.2.2 Planning

6.3.2.3 Arrangement of ideas

6.3.2.4 Supporting materials

6.3.2.5 Introduction and conclusion

6.3.3 Choice of language

6.3.3.1 Clarity and directness

6.3.3.2 Appropriateness

6.3.4 Reasoning and evidence

6.3.5 Methods of delivery

6.4 Evaluation (criticism)

7. Perception

7.1 Perception concepts

7.2 Visual concepts

7.3 Sharpening the senses

7.3.1 Visual perception

7.3.2 Auditory perception

7.3.3 Creative observation

7.4 Purpose

7.4.1 Identification of purpose

7.4.2 Levels of attention

7.5 Listening

7.5.1 Casual

7.5.2 Attentive

7.5.3 Analytical

7.5.3.1 Relatedness

7.5.3.2 Interpretation

7.5.3.3 Recognition of appeal

7.5.4 Affective

7.6 Visual literacy

7.6.1 Film function

7.6.2 Language of films

7.6.3 Cinematic devices

7.6.4 Comprehension

7.6.5 Television

7.7 Efficiency in observing/listening

7.7.1 Awareness

7.7.2 Review

8. Language arts and career education

8.1 Language arts in careers

8.2 Careers in language arts

8.2.1 Opportunities

8.2.2 Requirements and preparation

MATHEMATICS PROGRAM GOALS

1. The student is able to use the symbols, elements, operations and structure of whole numbers, integers, rational numbers, real numbers; and, as appropriate to needs and interests, complex numbers and other systems both finite and infinite.

2. The student is able to compute with accuracy and efficiency in operation with numbers and algebraic expressions.

3. The student is able to solve open sentences (equations, inequalities).

4. The student is able to use geometric definitions, postulates, and theorems.

5. The student is able to measure things which can be described by a number that compares the thing being measured to a specific unit, and to make estimates of measurements.

6. The student is able to use mathematical functions as represented by mathematical statements, graphs, and tables for the solution and graphing of problems.

7. The student is able to use principles of logic to develop a valid conclusion deductively or inductively.

8. The student is able to use the mathematics of probability and statistics.

9. The student is able to use the language and symbolism of sets, set operations and their properties to relate topics and branches of mathematics.

10. The student is able to translate a practical problem into a mathematical sentence or model, find a solution for the model, and interpret the mathematical solution in the context of the problem.

11. The student is able to select and use support technology such as calculators, computers, and slide rules in the solution of mathematical problems, and of problems which require mathematical solutions.

12. The student knows the historical and cultural development and functions of counting, measuring, and of mathematical symbols and systems.

13. The student is able to develop skills in problem identification, analysis, organization, evaluation, application and generalization.

14. The student values relationships of mathematical knowledge and skills to his or her increasing effectiveness in a variety of life roles.

MATHEMATICS TAXONOMY

1. Number systems

    1.1 Developing a "number sense"

        1.1.1 Identification of and grouping by attributes

        1.1.2 Set or object correspondences and comparisons

    1.2 Whole numbers

        1.2.1 Addition

        1.2.2 Subtraction

        1.2.3 Multiplication

        1.2.4 Division

    1.3 Integers

        1.3.1 Order

        1.3.2 Addition

        1.3.3 Subtraction

        1.3.4 Multiplication

        1.3.5 Division

        1.3.6 Absolute value

    1.4 Rational (fractional) numbers--negative, zero and positive

        1.4.1 Identification and equivalent forms

        1.4.2 Order

        1.4.3 Addition

        1.4.4 Subtraction

        1.4.5 Multiplication

        1.4.6 Division

        1.4.7 Absolute value

1.5 Real numbers

1.5.1 Order

1.5.2 Operations

1.5.3 Absolute value

1.6 Complex numbers

1.7 Algebraic expressions

1.7.1 Polynomials

1.7.2 Rational algebraic expressions

1.8 Vectors

1.9 Matrices and determinants

1.10 Structure of number and mathematical systems

1.10.1 Properties

1.10.2 Mathematical and number systems-finite and infinite

2. Numeration

2.1 Base systems

2.1.1 Base ten (decimal) numeration--whole and rational (fractional) number names

2.1.2 Exponential and scientific notation

2.2 Non-base systems

3. Mathematical sentences and their solutions and graphs

3.1 Translating verbal quantities into mathematical expressions

3.2 Equalities, solving and graphing

3.3 Inequalities, solving and graphing

3.4 Systems of equalities and/or inequalities, solving and graphing

4. Relations and functions

4.1 Inverse relations and functions

4.2 Algebraic functions

4.3 Exponential functions

4.4 Logarithmic functions

4.5 Trigonometric (circular) functions and relations

4.6 Probability functions

4.7 Limits, series and sequences

4.8 Other relations and functions

5. Sets

5.1 Terminology

5.2 Operations on sets

6. Logic

6.1 Terminology

6.2 Statements and operations

6.3 Reasoning

7. Probability and statistics

7.1 Probability theory

7.2 Permutations and combinations

7.3 Statistical measures

7.4 Sampling and data collection

7.5 Interpretation

8. Number theory

8.1 Divisibility

8.2 Prime numbers

8.3 Factors and multiples

8.4 Congruences

9. Geometry

9.1 Plane and space

9.2 Analytic and coordinate geometry

9.3 Transformational

9.4 Other

10. Measurement

10.1 Linear and area

10.2 Mass (weight) and volume

10.3 Temperature

10.4 Time

10.5 Money

10.6 Instruments

10.7 Accuracy and precision

11. Applications

11.1 Percent, ratio and proportion

11.2 Distance, time and rate

11.3 Consumer and personal finance

11.4 Other applications

12. Problem solving

12.1 Identifying, verbalizing and generating problems from observations

12.2 Analyzing problems

12.3 Making estimates and predictions

12.4 Devising solution strategies

12.5 Evaluating & validating results

12.6 Extending investigations and generalizing results

13. Computational and programmable devices

13.1 Computers

13.1.1 Programming

13.1.2 Data processing

13.2 Calculators and other calculating tools

14. History of mathematics

14.1 Early period

14.2 Greek and Roman period

14.2.1 Important mathematicians

14.2.2 Milestones in mathematical thought

14.3 Middle Age period

14.4 Modern period

14.4.1 Important mathematicians

14.4.2 Milestones in mathematical thought

15. Value education and mathematics

16. Mathematics and other basic skills

16.1 Reading and mathematics

16.1.1 Readiness

16.1.2 Decoding, comprehending

16.1.3 Critical interpretation

16.2 Writing

16.3 Speaking, listening, viewing

16.4 Study skills

17. Careers and mathematics

17.1 Opportunities and awareness

17.2 Requirements and exploration

17.3 Training and preparation

17.4 Job search and employment

PROGRAM GOALS

MUSIC

The student, completing the appropriate music curriculum,

1a. Knows the function of sound and silence in music and the many ways it has been and may be used to communicate ideas, feelings, and moods.	1b. Values the potentials of sound and silence as a means of human communication.
2a. Is able to interpret the conventions of rhythm, melody, harmony form and expression as they appear in reading and notation through both cognitive and kinesthetic response.	2b. Values conventional music symbols as a necessary "language" for preserving and communicating musical ideas and compositions.
3a. Understands the development of music through history and the ways in which music has contributed through its literature to the total culture.	3b. Values the perspective and insight that knowledge of this country's Western and non-Western musical heritage provides to oneself and other members and cultural groups in the society.
4a. Is able to interpret what music communicates and to understand the process by which he may add to his interpretive abilities.	4b. Values the personal satisfactions that are achieved through increased ability to interpret musical communication.
5a. Is able to sing and to use musical instruments to satisfy personal needs and standards; to explore, experiment, and discover.	5b. Values the self-confidence and personal satisfactions that are achieved through expressing oneself musically, through the discipline required to perform effectively and through experimentation and discovery.
6a. Is able to use his own unique imagination, emotion, and energy in creating and expressing music.	6b. Values the ideas and inspirations that are a part of the creative process.
7a. Is able to interpret the life and values of this and other cultures as revealed through music and to relate them to man's many concerns.	7b. Acquires respect for this and other cultures and values the contributions of music in his own life and that of others.
8a. Knows ways that values are formed and is able to make value judgments about all types of music he performs or listens to in terms of appropriate standards.	8b. Values the pleasure afforded by the ability to perceive, interpret, and communicate music in terms of critical standards.

MUSIC TAXONOMY

1. The elements of music

    1.1 Rhythm

        1.11 Duration

        1.12 Pulse

        1.13 Accent

        1.14 Meter

        1.15 Tempo

        1.16 Augmentation and diminution

        1.17 Polyrhythms

    1.2 Melody

        1.21 Pitch

        1.22 Intervals

        1.23 Scales

    1.3 Texture

        1.31 Monophony, polyphony, homophony

        1.32 Harmony and tonality

            1.321 Intervals

            1.322 Chords

            1.323 Chord progression

            1.324 Cadences

            1.325 Modulation

        1.33 Polytonality and atonality

1.4 Timbre

1.41 Vocal

1.42 Instrumental

1.43 Environmental

1.5 Structure

1.51 Elements of form

1.511 Note and figure

1.512 Phrase

1.513 Period

1.52 Simple forms

1.521 Two-part song (AB)

1.522 Three-part song (ABA)

1.523 Fugue

1.524 Passacaglia

1.525 Theme and variations

1.526 Rondo

1.527 Minuet and trio

1.528 March

1.529 Sonata-allegro

1.53 Compound forms

1.531 Sonata

1.532 Concerto

1.533 Suite

1.534 Song cycle

1.535 Cantata

1.536 Oratorio

1.537 Mass

1.538 Others

1.54 Combined art forms

1.541 Opera

1.542 Ballet

1.543 Musical and operetta

1.544 Others

1.6 Expression

1.61 Dynamics

1.62 Tempo

1.63 Timbre

1.7 Mood

2. Reading Music

2.1 Rhythm

2.2 Pitch

2.3 Expression

3. Musical history and style

3.1 Antiquity and middle ages

3.2 Renaissance

3.3 Baroque

3.4 Classic

3.5 Romantic

3.6 Impressionistic

3.7 Twentieth century

4. Listening to music

4.1 General background

4.2 Responses

5. Performing music

5.1 Readiness

5.11 Emotional

5.12 Mental

5.13 Physical

5.2 Guided response

5.3 Practice

5.31 Individual practice

5.32 Group practice

5.4 Rehearsal

5.41 Resolution of uncertainty

5.42 Interpretation

5.43 Synthesis

5.5 Origination

5.6 Performance

6. Creating music

6.1 Knowledge and process in creativity

6.11 The compositional framework

6.12 Composition

6.13 Rehearsal and performance

6.14 Evaluation

6.15 Other dimensions in creativity

7. The role of music in society

7.1 Arts

7.2 Cultures

7.3 Careers

7.4 Technology

8. Valuing and evaluating music

   8.1 Formulation of musical values

      8.11 Affective response

      8.12 Aesthetic response

   8.2 Bases for comparing different kinds of music

   8.3 Bases for judging (evaluating) the worth of music

   8.4 Commitment to music

PROGRAM GOALS

PHYSICAL EDUCATION

1. The student is able to voluntarily maintain a state of physical fitness (strength, endurance, and good body condition).

2. The student knows the basic structures and functions of the human body.

3. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.

4. The student values participation in sports and other activities throughout life.

5. The student is able to apply desirable health knowledge and safety practices when participating in physical education activities and sports.

6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.

7. The student values the personal qualities of self-control, self-confidence, good sportsmanship, and respect for others that enable him/her to work and play with others for common goals.

8. The student values graceful form and movement.

PHYSICAL EDUCATION TAXONOMY

1. Basic skills of movement

   1.1 Locomotor skills (walking, running, hopping, jumping, leaping, skipping, galloping, sliding, step-hopping)

      1.11 Values

      1.12 Skills and safety concepts

   1.2 Non-locomotive skills (bending, climbing, falling, hanging, landing, lifting, pushing-pulling, stretching, swinging, twisting)

      1.21 Values

      1.22 Skills and safety concepts

   1.3 Basic sport skills (bouncing, catching, dodging, kicking, rolling ball, rolling body, stopping, striking, throwing)

2. Body control activities (perceptual motor activities, coordination, balance, and flexibility)

   2.1 Values and attitudes

   2.2 Floor skills (individual, partner, small group)

   2.3 Hand and apparatus skills (rope, wand, hoop, parachute)

   2.4 Floor apparatus activities (beam, board, scooter, trampoline)

3. Games of low organization (beginning, relay, and lead up games)

   3.1 Values and attitudes

   3.2 Concepts, skills, and activities

4. Team sports (see also 1. Basic skills of movement)

   4.1 Values and attitudes

   4.2 Basketball

(The following units of analysis and development were used in writing the goals for all the team, dual, and individual sports in this taxonomy:

Knowledge:
- History and popularity
- Terminology and rules
- Skills and progression
- Body mechanics in skill performance
- Strategies
- Official and preferred facilities, equipment, supplies, and clothing
- Safety concepts
- Preferred health practices

Process:
- Develop skills
- Application of skills in total activity performance
- Analyze and evaluate performances)

4.3 Field hockey

4.4 Flag football

4.5 Gym hockey

4.6 Flag rugby

4.7 Speed away and speedball

4.8 Softball

4.9 Volleyball

4.10 Soccer

4.11 Handball, team

4.12 Water polo

(Baseball, as the other competitive sports, was not included as a unit in physical education. Knowledge and information about skills for baseball may be obtained from the softball goals.)

5. Individual and dual sports

5.1 Attitudes and values

5.2 Badminton

5.3 Bowling

5.4 Fencing

5.5 Gymnastics (see also 2. Body control activities)

5.6 Golf

5.7 Handball

5.8 Paddleball

5.9 Tennis

5.10 Track and field

5.11 Wrestling

6. Recreational games

6.1 Attitudes and values

6.2 Croquet

6.3 Quiet games

6.4 Tetherball

6.5 Horseshoe pitching

6.6 Rope quoits

6.7 Volley tennis

6.8 Deck tennis

6.9 Floor tennis

6.10 Paddle tennis

6.11 Shuffleboard

6.12 Table tennis

7. Lifetime (recreational) activities

7.1 Attitudes and values

7.2 Archery

7.3 Boating

7.4 Swimming and diving

7.5 Self-defense

7.6 Cycling

7.7 Angling

7.8 Hiking (back packing)

7.9 Skating (ice)

7.10 Skiing (down hill)

7.11 Dance (folk)

7.12 Dance (interpretive-creative)

8. Physical fitness

8.1 Attitudes and values

8.2 Conditioning exercises

8.3 Physical fitness testing

8.4 Weight training

8.5 Jogging

PROGRAM GOALS

SECOND LANGUAGE

1. The student knows the nature and function of language.

2. The student is able to employ the second language as a means of self-expression and communication with others.

3. The student knows, appreciates, and values the formal and informal aspects of the culture of the people who speak the second language as a native language.

4. The student knows possible uses of the second language.

5. The student is able to reproduce second language sounds and patterns.

6. The student is able to understand and converse with people who speak the second language as a native language.

7. The student is able to read the second language with ease, enjoyment, and appreciation.

8. The student is able to write the second language appropriately, with fluency.

9. The student is able to apply and extend basic educational skills of communication, computation, and decision-making through the second language.

SECOND LANGUAGE TAXONOMY

1. Values and second language
    - 1.1 Value clarification
        - 1.1.1 Personal
        - 1.1.2 Interpersonal
        - 1.1.3 Societal
    - 1.2 Valuing conditions which promote communication in second language
        - 1.2.1 Societal
        - 1.2.2 Personal
    - 1.3 Valuing second language
2. Basic education and second language
    - 2.1 Language and communication skills
        - 2.1.1 Reading (see also 7.)
        - 2.1.2 Writing (see also 8.)
        - 2.1.3 Speaking and listening (see also 5. and 6.)
    - 2.2 Mathematical skills
3. The function of the language in society
4. Nature of the language
    - 4.1 Sound system
    - 4.2 Structure
        - 4.2.1 Morphology
        - 4.2.2 Parts of speech
        - 4.2.3 Syntax
    - 4.3 Writing systems (see also 8.)
    - 4.4 Language variety
        - 4.4.1 Dialects
        - 4.4.2 Language change

5. Listening
    5.1 Purpose
    5.2 Discrimination
    5.3 Comprehension
6. Speaking
    6.1 Transmission
    6.2 Forms
    6.3 Language usage in different situations
7. Reading
    7.1 Nature of reading
    7.2 Symbols and systems
    7.3 Vocabulary
        7.3.1 Definition
        7.3.2 Expansion
        7.3.3 Usage in context
    7.4 Oral reading
    7.5 Literature
    7.6 Interpretation
        7.6.1 Comprehension
        7.6.2 Analysis
        7.6.3 Evaluation
8. Writing
9. Culture
    9.1 Nature of culture
    9.2 Customs and mores
    9.3 Civilization
        9.3.1 Language
        9.3.2 Geography

9.3.3 Literature

9.3.4 Music

9.3.5 Art

9.3.6 Architecture

9.3.7 History

9.3.8 Government

9.3.9 Science and technology

9.3.10 Communications

10. Careers and second language

10.1 Opportunities and awareness

10.2 Requirements and exploration

10.3 Training and preparation

10.4 Job search and employment

PROGRAM GOALS

SOCIAL SCIENCE

1. The student knows scientifically validated facts contributing to modern understanding of humans and human situations.

2. The student knows historically documented facts about people, places, events, inventions, institutions, or relationships of traditional or practical significance to communities of which he or she is a member.

3. The student knows substantive concepts, principles, and theories that provide a variety of contexts for interpreting information about human life, affairs, and situations.

4. The student knows procedures, principles and problems involved in the discovery and validation of fact and theory in history and the social sciences.

5. The student is able to interpret and use accurately symbols, figures and models by which scientifically gathered information is conventionally related, displayed and communicated.

6. The student is able to select and use appropriate criteria, procedures and information sources to assess the validity or significance of findings about past, present or future human life, affairs, or situations.

7. The student is able to identify and analyze problems and issues by which he or she is affected as a member of a changing and complex world.

8. The student is able to recognize and clarify value conflicts or communication problems complicating choices, dicisions or relationships.

9. The student is able to construct, evaluate and revise alternatives for personal goals, plans or problem solutions, considering costs and benefits to self and to others affected by his or her decisions.

10. The student is able to participate actively and responsibly in collective decisions affecting the social, economic, political or physical environments in which he or she lives.

11. The student values the creativity and diversity of human cultures, arts and ideas.

12. The student values knowledge and skills enabling individuals, groups and societies to cope effectively with the complexity of human circumstances.

13. The student values contributions of history and social sciences to his or her growing regard for self, others, and the environment.

SOCIAL SCIENCE TAXONOMY

1. Values and social science
    1.1 Value clarification skills
        1.1.1 Personal
        1.1.2 Interpersonal
        1.1.3 Societal
    1.2 Potential value choices
        1.2.1 Humans and environment: related values
        1.2.2 Society and culture: related values
        1.2.3 Personal functioning: related values
2. Processes of inquiry and problem-solving
    2.1 Acquiring information
        2.1.1 Perceiving, experiencing
        2.1.2 Locating and using resources
        2.1.3 Observing behavior
        2.1.4 Interviewing subjects
    2.2 Validating information
        2.2.1 Checking authoritativeness of sources
        2.2.2 Checking logical consistency, accuracy
        2.2.3 Checking relevance to purposes/objectives
        2.2.4 Checking adequacy for acting/deciding
    2.3 Organizing information
        2.3.1 Labeling, naming, numbering, coding
        2.3.2 Recording, listing
        2.3.3 Classifying, grouping, categorizing
        2.3.4 Ordering, sequencing
        2.3.5 Manipulating, arranging, transforming, computing

2.3.6 Estimating

2.3.7 Summarizing, abstracting

2.4 Interpreting information

2.4.1 Decoding symbols

2.4.2 Inferring, interpolating, extrapolating

2.4.3 Analyzing

2.4.4 Associating, relating, equating

2.4.5 Comparing, contrasting, discriminating

2.4.6 Synthesizing

2.4.7 Testing against standards or criteria

2.4.8 Generalizing

2.5 Using information to produce new information

2.5.1 Theorizing, predicting

2.5.2 Formulating hypotheses

2.5.3 Testing hypotheses

2.5.4 Revising hypotheses

2.6 Acting on the basis of information

2.6.1 Reacting

2.6.2 Making decisions

2.6.3 Solving problems

2.6.4 Restructuring values

2.6.5 Restructuring behavior

2.6.6 Encoding prior to communication

2.6.7 Creating

2.7 Communicating information

2.7.1 Giving information

2.7.2 Recognizing commumication problems

2.7.3 Exchanging information

2.7.4 Using communication technology

3. Basic education and social science

3.1 Language and communication skills

3.1.1 Reading

3.1.2 Writing

3.1.3 Speaking and listening

3.1.4 Viewing (Film, TV)

3.2 Mathematical skills

3.2.1 Arithmetic skills

3.2.2 Measurement and statistical skills

3.3 Personal study skills

4. Anthropology

4.1 Major problems investigated

4.2 Physical anthropology

4.2.1 Major concepts and principles

4.2.1.1 Adaptation and natural selection

4.2.1.2 Genetic transmission

4.2.1.3 Evolution of populations

4.2.2 Theory and methods

4.2.3 The primate order

4.2.3.1 Characteristics of primates

4.2.3.2 Classifications of primates

4.2.4 Human physical evolution

4.2.4.1 Fossil primates/geologic time

4.2.4.2 Early hominids

4.2.4.3 Genus Homo

4.2.5 Human physical diversity

4.3 Cultural anthropology

4.3.1 Basic concept: culture

4.3.1.1 The nature of culture

4.3.1.2 Cultural diversity

4.3.1.3 Cultural processes

4.3.2 Theoretical approaches

4.3.2.1 1870's - 1950's

4.3.2.2 Current

4.3.3 Research tools and techniques

4.3.3.1 Archaeology

4.3.3.2 Ethnography

4.3.3.3 Comparative studies

4.3.3.4 Linguistics

4.3.4 Past cultures

4.3.4.1 Evolutionary sequences

4.3.4.1.1 Paleolithic culture

4.3.4.1.2 Mesolithic culture

4.3.4.1.3 Neolithic culture

4.3.4.1.4 Urbanization and civilization

4.3.4.2 Regional histories

4.3.4.2.1 Old World

4.3.4.2.2 New World

4.3.5 Contemporary cultures (Ethnology)

4.3.5.1 Social organizations

4.3.5.2 Language

4.3.5.3 Belief systems

4.3.5.4 Political organizations

4.3.5.5 Technology and economy

4.3.5.6 Expressive culture

5. Economics

5.1 Scarcity

5.1.1 Scarcity and choice: related principles

5.1.2 Scarcity, specialization and economic organization

5.2 Historical responses to scarcity

5.2.1 Agricultural revolution

5.2.2 Industrial revolution

5.3 History of economic thought

5.3.1 Ancient and medieval ideas

5.3.2 Mercantilism, economic nationalism

5.3.3 Rise of market economics: Adam Smith

5.3.4 Modern market economics

5.4 Modern economic analysis

5.4.1 Theory of rational behavior

5.4.1.1 The context of choice

5.4.1.2 Maximization rule

5.4.1.3 Applications to the consumer

5.4.1.4 Applications to the producer-seller

5.4.1.5 Applications to worker-resource supplier

5.4.1.6 Impact of risk, uncertainty and information

5.4.2 Theory of market exchange and prices

5.4.2.1 Exchange, traders, organized markets

5.4.2.2 Demand, supply and prices

5.4.2.3 Economic efficiency

5.4.3 Methods of economic analysis

5.5 Modern economic institutions (U.S. economy)

5.5.1 Organization of production

5.5.1.1 Forms of business organization

5.5.1.2 Labor

5.5.1.3 Industrial organization

5.5.2 Natural resources, energy and agriculture

5.5.3 Money, banking, credit, and capital

5.5.3.1 Money

5.5.3.2 Commercial banks and Federal Reserve

5.5.3.3 Credit and capital

5.5.4 The public sector

5.5.4.1 Economic powers of the federal government

5.5.4.2 Governmental services

5.5.4.3 Taxation

5.5.4.4 Governmental borrowing and debt

5.5.4.5 National or social accounting

5.5.5 The international economy

5.5.5.1 Transactions

5.5.5.2 Exchange rates

5.5.5.3 Financial system

5.5.5.4 Balance of payments

5.6 Economic problems

5.6.1 Micro-economic problems

5.6.1.1 Government regulation

5.6.1.2 External costs and benefits

5.6.1.3 Income distribution

5.6.2 Macro-economic problems

5.6.2.1 Economic instability

5.6.2.1.1 Inflation

5.6.2.1.2 Unemployment

5.6.2.1.3 Policies for economic stability

5.6.2.2 Technological progress, economic growth

5.6.2.3 International trade and financial policies

5.7 Comparative economic systems

5.7.1 Capitalism

5.7.2 Socialism

5.7.2.1 Democratic Socialism

5.7.2.2 Marxian Socialism

5.7.3 Mixed economies

5.7.4 Third World economies

5.8 Economics of public issues

5.9 Personal economics (personal finance)

5.9.1 Income

5.9.1.1 Finding a job

5.9.1.2 Job success

5.9.1.3 Employment laws

5.9.1.4 Unionization

5.9.1.5 Income deductions

5.9.2 Expenditures

5.9.2.1 Buying

5.9.2.2 Credit

5.9.2.3 Budgets

5.9.3 Banks and savings

5.9.3.1 Commercial banking

5.9.3.2 Investments and insurance

5.9.4 Taxes

6. Geography

6.1 Geographic orientations

6.1.1 Basic concepts

6.1.2 History of geographic thought

6.1.3 Tools of geographic inquiry

6.1.3.1 Classification systems

6.1.3.2 Maps (Cartography)

6.1.3.3 Tables, graphs and charts

6.1.3.4 Simulations: models and games

6.1.3.5 Measurement instruments and procudures

6.2 Physical geography

6.2.1 Earth as a planet

6.2.1.1 Size, shape

6.2.1.2 Movements

6.2.2 Landforms (geomorphology)

6.2.2.1 Landform processes

6.2.2.2 Types of landforms

6.2.3 Climate (climatology, meteorology)

6.2.3.1 Climate controls

6.2.3.2 Classification - distribution

6.2.3.3 Climate processes

6.2.4 Vegetation

6.2.4.1 Classification

6.2.4.2 Major biomes

6.2.5 Soils

6.2.5.1 Origins

6.2.5.2 Soil groups and forms

6.2.6 Water (hydrography)

6.2.6.1 Water cycle

6.2.6.2 Ground and surface water

6.2.6.3 Oceans

6.2.7 Mineral resources

6.3 Cultural geography

6.3.1 Introduction to cultural geography

6.3.2 Agriculture

6.3.3 Manufacturing

6.3.4 Marketing

6.3.5 Population

6.3.6 Transportation

6.3.7 Urban studies

6.3.7.1 Location

6.3.7.2 Patterns

6.3.7.3 Size and spacing

6.3.7.4 Urban trends and problems

6.3.8 Economic geography

6.3.9 Historical geography

6.4 Contemporary topics

6.4.1 Communities

6.4.2 Land use planning

6.4.3 Energy, resources and environment

6.4.4 Ecology

6.4.5 Global alliances and conflicts

6.4.6 Political patterns in the U.S.

6.4.7 Ethnic patterns in the U.S.

6.4.8 U. S. Settlement patterns - land division, surveying

6.4.9 Environmental perception

6.5 Regional geography

6.5.1 Concept of region

6.5.2 Physical regions

6.5.3 Cultural regions

6.5.3.1 Religious, ethnics, racial regions

6.5.3.2 Political regions

6.5.3.3 Economic regions

6.5.4 United States as a region

6.5.5 Pacific Northwest as a region

7. History

7.1 Historical inquiry

7.1.1 Definition of history

7.1.2 Purposes of history

7.1.3 Sources of history

7.1.4 Methods of historical inquiry and historiography

7.2 Individual history

7.3 Regional history

7.3.1 The individual, one's region and its history

7.3.2 Regional histroical development

7.4 National history

7.4.1 The individual and national history

7.4.2 American history

7.4.2.1 Origin and pre-history

7.4.2.2 Discovery and exploration

7.4.2.3 Colonial history

7.4.2.4 Revolution

7.4.2.5 Nationalization

7.4.2.6 Civil War

7.4.2.7 Reconstruction

7.4.2.8 Expansion of Frontier(s)

7.4.2.9 Progressive period

7.4.2.10 World War I

7.4.2.11 The 1920's

7.4.2.12 Depression

7.4.2.13 World War II

7.4.2.14 Cold War and Detente

7.4.2.15 Era of domestic dissent and change

7.4.3 Ethnic histories

7.5 World history

7.5.1 The individual and world history

7.5.2 Interpretations of world history

7.5.2.1 World history chronology

7.5.2.2 Themes and world history

7.5.3 World civilizations

7.5.3.1 Prehistoric

7.5.3.2 Early

7.5.3.3 Classical

7.5.3.4 Classical decline

7.5.3.5 Western Renaissance/Eastern stagnation

7.5.3.6 Western Colonialism/Eastern nationalism

7.5.3.7 Contemporary era

7.6 Themes of history

7.6.1 The individual and historical themes

7.6.2 Historical themes and topics

8. Political science

8.1 Basic subject matter

8.2 Modes and methods of inquiry

8.2.1 Historical method

8.2.2 Case study

8.2.3 Comparative study

8.2.4 Action analysis

8.2.5 Experimental analysis

8.3 Major themes

8.3.1 Conflict

8.3.2 Consensus

8.3.3 Change

8.4 Basic concepts

8.4.1 Power

8.4.2 Decision-making

8.4.3 Political roles

8.4.4 Elites and classes

8.4.5 Interest groups

8.4.6 Political culture

8.5 History of political thought and ideology

8.5.1 Focus: city-states

8.5.1.1 Plato

8.5.1.2 Aristotle

8.5.2 Focus: world community

8.5.2.1 Stoicism

8.5.2.2 Natural law

8.5.2.3 The church and empire

8.5.3 Focus: nation-state

8.5.3.1 Machiavelli

8.5.3.2 Bodin

8.5.3.3 Hobbes

8.5.4 Focus: relation of individual to state; western democratic theories

8.5.5 Focus: relation of individual to state; totalitarian theories

8.6 Comparative politics and government

8.6.1 Presidential systems

8.6.2 Parliamentary systems

8.6.3 One-party systems

8.7 American governments

8.7.1 The Constitution

8.7.2 National Government

8.7.2.1 Presidency

8.7.2.2 Congress

8.7.2.3 Federal courts

8.7.2.4 Administrative bureaucracy

8.7.2.5 Political parties

8.7.2.6 Public opinion and voting behavior

8.7.2.7 Pressure groups

8.7.3 State and local governments

8.7.3.1 Units of government

8.7.3.2 State executive

8.7.3.3 State legislatures

8.7.3.4 State courts

8.7.3.5 State parties and interest groups

8.7.3.6 Urban government

8.8 American political problems and issues

8.9 International relations

8.9.1 Factors in international relations

8.9.2 Methods in international relations

8.9.3 International organizations

9. Psychology

9.1 General psychology

9.1.1 What is psychology?

9.1.2 History of psychology

9.1.3 Methods of inquiry

9.1.4 Subfields

9.2 Brain and behavior (physiological psychology)

9.2.1 Basic assumptions

9.2.2 Basic equipment - nervous system

9.2.3 Analysis of brain control of behavior

9.3 Animal studies (comparative-ethological psychology)

9.3.1 Assumptions

9.3.2 Methods

9.3.3 Stereotyped behavior

9.3.4 Types of learning - definitions and distinctions

9.3.5 Animal communication

9.4 Dimensions of mind (experimental psychology)

9.4.1 Sensory systems

9.4.2 Perception

9.4.3 Motivation

9.4.4 Emotion

9.4.5 Learning

9.4.6 Principles of learning

9.4.7 Memory

9.5 Growth and development (developmental psychology)

9.5.1 Determining factors

9.5.2 Theories

9.5.3 Social influences

9.5.4 Stages of development

9.6 Personality and individual differences (differential and clinical psychology)

9.6.1 Schools of analysis of personality

9.6.2 Self-concept

9.6.3 Effect of situations on personality

9.6.4 Abnormal personality

9.6.5 Treatment of personality disorders

9.7 Group and cultural influence (social psychology)

9.7.1 Attitudes and opinions

9.7.2 Group dynamics

9.7.3 Effect of social structure

9.7.4 Effect of culture on behavior

10. Sociology

10.1 Basic subject as a field of study

10.2 Historical development

10.3 Contemporary theory

10.4 Methods of sociological research

10.5 Concepts of sociological analysis

10.5.1 Culture, social systems, social processes

10.5.2 Social organization

10.5.2.1 Differentiation: position, role

10.5.2.2 Stratification: status, power, mobility

10.5.2.3 Solidarity, cohesion, integration

10.5.2.4 Structure: groups, organizations

10.5.2.5 Functions of social organization

10.5.3 Social psychology

10.5.3.1 Socialization

10.5.3.2 Group dynamics

10.5.3.3 Social control

10.5.3.4 Mass communication, persuasion

10.5.4 Social deviance

10.5.5 Social change

10.6 Subject fields: areas of analysis

10.6.1 Population studies (demography)

10.6.2 Human ecology

10.6.3 Social institutions

10.6.3.1 The family

10.6.3.2 Religion

10.6.3.3 Education

10.6.3.4 Economic institutions

10.6.3.5 Political institutions

10.6.3.6 Leisure and arts

10.6.4 Social problems

10.6.4.1 Minority problems

10.6.4.1.1. Racial minorities

10.6.4.1.2 Ethnic minorities

10.6.4.1.3 Women

10.6.4.1.4 The aged

10.6.4.1.5 The poor

10.6.4.2 Problems of deviance

10.6.4.2.1 Crime

10.6.4.2.2 Juvenile delinquency

10.6.4.2.3 Alcoholism

10.6.4.2.4 Drug abuse

10.6.4.2.5 Suicide

10.6.4.2.6 Other deviance problems

10.6.4.3 Structural strains

10.6.4.3.1 War

10.6.4.3.2 Poverty

10.6.4.3.3 Family life

10.6.4.3.4 Health

10.6.4.3.5 Urban problems

10.6.4.3.6 Population growth and movements

10.7 Uses of sociology

10.7.1 Applied fields

10.7.1.1 Criminology and penology

10.7.1.2 Industrial sociology

10.7.1.3 Social planning

10.7.1.4 Social services

10.7.1.5 Market and opinion research

10.7.1.6 Sociology of education

10.7.2 Applications to personal problem solving

11. Careers and social science

11.1 Opportunities and awareness

11.1.1 Academic careers

11.1.2 Social service careers

11.1.3 Management service careers

11.1.4 Law-related careers

11.2 Requirements and exploration

11.2.1 Requirements for academic careers

11.2.2 Requirements for social service careers

11.2.3 Requirements for management service careers

11.2.4 Requirements for law-related careers

11.3 Training and preparation

11.4 Job search and employment

PROGRAM GOALS

CAREER EDUCATION

1. The student knows the personal and social functions and importance of work and therefore values and respects workers.

2. The student knows the relationship of the life role of worker to other life roles of citizen, user of leisure time, and family member.

3. The student knows the physical, psychological, and educational requirements of various careers.

4. In making career decisions, the student knows and is able to weigh the significant factors including his or her: (a) interests, (b) aptitudes, (c) abilities, and (d) the implications of the decision alternatives for his life roles as a citizen, user of leisure, and family member.

5. The student is able to discover and learn the knowledge, skills, attitudes, and values necessary to carry out career decisions.

CAREER EDUCATION TAXONOMY

In accord with national and state philosophies of career education the Tri-county Development Project has treated career education as an integral part of the entire curriculum rather than as an added and appended area of concern. Accordingly there is no separate career education taxonomy or separate career education course goal collection. Instead, we have taken the following two approaches to an integral treatment of career education:

1. In each of the twelve collections every course goal which was judged to have a "direct" relationship to one or more career education program goals has been coded to those program goals. (A "direct" relationship was interpreted to exist if a teacher could easily and naturally attach some career meaning to the instruction relating to the course goal and thus readily relate the teaching of career education to the teaching of that goal.)

2. The six most recent collections and several of the prior collections have a section of course goals on the relationship of career education to the discipline. In this section are included explicit learning outcomes to help effect integration of career education and the discipline. In the revisions during the next two years those collections now lacking such a section will have one added.

The results of following the two approaches outlined above make the course goal collections the first operational resource for "integrating career education and the rest of the curricula."

-Knowledge Categories-

G1 Principles and Laws

G2 Simple Generalizations

K1 Conventions: Names and Nomenclature

K2 Conventions: Symbols, Rules, Standardized Processes, Definitions

K3 Properties, Parts, Characteristics, Features, Elements, Dimensions

K4 Trends and sequences

K5 Similarities and Differences, Discriminations, Classifications

K6 Contexts, Locations, and Orientations

K7 Operations, Methods of Dealing with, Functions

K8 Cause and Effect Relationships (Costs and Benefits)

K9 Criteria or Standards

K10 Non Cause-Effect Relationships

-Inquiry-Problem Solving Precesses-

P1 Input — Acquiring Information

- P11 Viewing
- P12 Hearing
- P13 Feeling (tactile)
- P14 Smelling
- P15 Tasting
- P16 Using sense extenders
- P17 Using internal sensors of emotion

P2 Input Verification — Insuring Validity and Adequacy

- P21 Evaluating authoritativeness of sources
- P22 Evaluating logical consistency and accuracy
- P23 Evaluating relevance to desired learning purpos
- P24 Evaluating adequacy for acting or deciding (comprehensiveness and depth)

P3 Preprocessing — Organizing Information

- P31 Labeling, naming, numbering, coding
- P32 Recording, listing
- P33 Classifying, categorizing, grouping, selecting, according to criteria
- P34 Ordering, sequencing
- P35 Manipulating, arranging, transforming, computing
- P36 Estimating
- P37 Summarizing, abstracting

P4 Processing I — Interpreting Information (drawing meaning from data)

- P41 Decoding verbal and nonverbal symbols (reading and literal translating)
- P42 Inferring, interpolating, extrapolating
- P43 Analyzing
- P44 Associating, relating, equating
- P45 Comparing, contrasting, discriminating
- P46 Synthesizing
- P47 Testing against standards or criteria
- P48 Generalizing

P5 Processing II — Using Information to Produce New Information

- P51 Theorizing, predicting
- P52 Formulating hypotheses
- P53 Testing hypotheses
- P54 Revising hypotheses

P6 Output I — Acting on the Basis of Information

- P61 Reacting
- P62 Making decision
- P63 Solving problems
- P64 Restructuring values (adapting, modifying)
- P65 Restructuring behavior (adapting, modifying)
- P66 Encoding verbal and nonverbal symbols prior to communication
- P67 Creating on the basis of knowledge and process

P7 Output II — Communicating Information

- P71 Vocalizing (nonverbal)
- P72 Gesturing, moving
- P73 Touching
- P74 Speaking
- P75 Writing
- P76 Using art media (painting, drawing, sculpting, constructing, etc.)
- P77 Dramatizing
- P78 Singing, playing instruments
- P79 Dancing

Values Classifications

VI. Environment: Related Values

VI.1 Qualities of environment

Complexity

Diversity

Order (regularity)

Unity

VI.2 Coping with environment: activities

Exploring

Inquiring

Modifying

Adapting

Predicting

Planning

VI.3 Coping with environment: modes

Fantasy

Logic

Research

Experimentation

Prayer

Mysticism

Invention

VI.4 Using environmental resources

Knowledge of resources

Access to resources

Maintenance of resources

Preservation of resources

VI.5 Representing the environment

VI.5.1 Forms of representation

Images

Symbols

Models

VI.5.2 Qualities of objective representations

Clarity

Accuracy

Logical consistency

Relevance

Comprehensiveness

Predictive validity

Adequacy as basis for action or decision

VI.5.3 Qualities of artistic representations

Technique

Form

Harmony

Dissonance

Symmetry

Rhythm

Grace

Style

Eloquence

Integrity

Individuality

V2. Society and Culture: Related Values

V2.1 Social ideals

Justice

Democratic process

Rule of law

Equality

Freedom

Brotherhood

Social morality

Social responsibility

Peace

Productivity

Security

Unity of purpose

Pluralism

Stability

Progress

Honor

Literacy

V2.2 Social processes

Working

Communicating

Assembling

Participating

Sharing

Cooperating

Competing

Educating

Problem solving

Planning

Policy making

V2.3 Social rights

Freedom of speech

Freedom of assemble

Freedom of inquiry

Voting

Dissenting

Assenting

Privacy

Ownership of property

Equal protection under law

V2.4 Social institutions

Family

Schools

Government

Religious institutions

V2.5 Social regulators

Mores

Laws

Policies

Regulations (rules)

V2.6 Cultural heritage (social conventions)

Language

Tools

Cultural arts

Cultural beliefs

Cultural knowledge

Cultural skills

V3. Personal Functioning: Related Values

V3.1 Qualities that contribute to personal effectiveness

Curiosity

Rationality

Resourcefulness

Perseverence

Innovativeness

Initiative

Ingenuity

Imaginativeness

Creativity

Commitment

Adaptability - flexibility

Judgment

Health

Insight

Knowledgeability

Responsibleness

Efficiency

Craftsmanship

Self-discipline

Openness

Aesthetic responsiveness

V3.2 Qualities that enhance personal and social relationships

Tolerance

Appreciativeness

Trust

Thoughtfulness

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Sensitivity

Respectfulness

Compassion

Love

Individuality

Humility

Dignity

Faithfulness

Empathy

Courage

Integrity

Humor

Morality

Cooperativeness

Social concern

Social sensitivity

Friendliness

Honesty

V3.3 Conditions of self-esteem and self-actualization

Personal growth and development

Competence

Self-knowledge

Self-confidence

Self-respect

Self-reliance

Self-direction

Self-expression

Self-fulfillment

V3.4 Self-actualizing responses to environment

Curiosity

Concern

Respect for life

Wonder

Reverence

Awe

Satisfaction

Enjoyment